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ABSTRACT

This report contains conference presentations on various year-round education programs around the nation. Other presentations discuss year-round education in the urban setting, the role of accrediting associations in year-round education, and a symposium on staff training for year-round education. (JF)

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PROCEEDINGS

of

THE FIFTH NATIONAL SEMINAR

on

YEAR-ROUND EDUCATION

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May 8-11, 1973

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PROCEEDINGS

of

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The Sixth National Seminar

on

Year-Round Education

April 30—May 3, 1974

The Pick-Congress Hotel
Chicago, Illinois

EA 005 577

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Many people contributed to the planning and production of the Fifth National Seminar on Year-Round Education, and sincere appreciation is hereby expressed for their able efforts. The support given the Seminar and to year-round education generally by Secretary of Education Earl J. Shiflet, by President Preston C. Caruthers and the other members of the Virginia Board of Education, and by Superintendent Woodrow W. Wilkerson has been invaluable.

First in importance in contributing to the success of the Seminar were the speakers and discussants. They were the backbone and substance of the Seminar, and their contributions are recorded in this document.

Appreciation is also due to the members of the planning committtee, who were successful in securing knowledgeable and experienced spokesmen to present the views and discuss the interests of several constituencies concerned with the issues of year-round education.

A special word of thanks is expressed to the City of Virginia Beach and the Virginia Beach Public Schools for helping so much to make the Seminar a success. Robert E. Whitley and his staff at the Virginia Beach Civic Center managed with smooth dispatch the many details of arranging the meeting facilities. Of the several officials of the Virginia Beach Public Schools who worked to help produce the Seminar, particular recognition is due Superintendent Edward E. Brickell, James C. Mounie, John F. Holgate, Jack Bray, and Ann Davis and her staff.

Special recognition is also due to Donna L. Hinkle, Gwendolyn D. Jackson, and Mary O. Noel for their very efficient management of the seminar registration.

Semina

r Sidelights

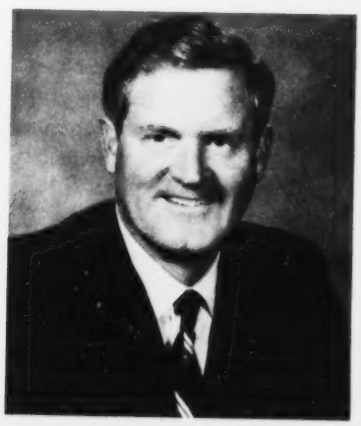
PREFACE

The concept of year-round education is stimulating promising new developments in educational management. Fuller use of the calendar year is becoming widely accepted as an important resource for improving the quality of education through more effective use of time, staff, and facilities. At least 34 states now have year-round school programs under study or operational, and the number of these projects can be expected to increase.

The Fifth National Seminar on Year-Round Education stands as an important symbol of the growing interest in year-round education. Over 700 educators, legislators, businessmen, and laymen attended the seminar, representing 40 states, Guam, Puerto Rico, and Panama. But the Seminar was more than a symbol; it was an important forum for the exchange of ideas, the resolution of problems, and the discussion of mutual concerns.

It has been a great pleasure to have the Fifth Seminar in Virginia, and we hope that all those who participated found the experience most profitable and enjoyable.

ADDRESS BY THE HONORABLE LINWOOD HOLTON, GOVERNOR OF VIRGINIA



I am pleased to greet this audience of distinguished representatives of education, government, business, and the lay public who have assembled here for the Fifth National Seminar on Year-Round Education. Your presence is testimony to the growing recognition of the potential inherent in the year-round operation of schools for improving education through more effective use of time, staff, and facilities.

Our Department of Education, with help from several cooperating school systems, has arranged an impressive program for the seminar. The Department's Division of Research and Statistics has been successful in securing knowledgeable and experienced spokesmen to discuss many aspects of year-round education and its present and potential impact on public school programs.

The movement toward exploring the potential value of year-round education is international in scope and is rapidly gaining momentum. In an effort to provide this seminar with the most up-to-date information possible on activities across the nation, the Virginia Department of Education and the New Jersey Department of Education have cooperated in a survey of studies and operational projects in all 50 states and five territories.

The survey—just completed—found that 100 school systems in 34 states have year-round school programs under study or in operation. Forty-two school systems in 18 states have operational year-round programs that serve 374,000 students.

Virginia has been actively involved with studies of year-round education since 1967, when a survey conducted by the Department of Education found that almost all local superintendents were interested in studying ways to use an extended school year to improve education. The Department's Division of Research and Statistics and 15 local school divisions conducted a thorough study of the various aspects of year-round education programs. They found that firm evidence of the merits of the various plans for year-round education was lacking and proposed a long-range research and development program to provide this evidence.

Subsequently, the State Board of Education adopted a policy statement in support of a research and development program and requested funds to carry it out. This policy statement says, in part:

> Many scheduling arrangements are possible in a year-round school calendar. However, realization of the potential for better education through year-round school programs entails more than changes in calendars and schedules. Prominent among the desirable changes in policies and practices are provisions for shorter courses of instruction, fewer sequential courses, and a change in emphasis from hours of instructional time to the achievement of instructional objectives.
>
> If these conditions have a reasonable chance of being achieved, the year-round operation of schools has great potential for improving education through more effective use of time, staff, and facilities. The development of greater breadth, depth, and flexibility in the curriculum is facilitated, as well as the development of more individualized instructional strategies and techniques. More effective use of the instructional staff can be achieved through optional contracts, greater differentiation of staff roles, and wider use of paraprofessionals.
>
> Year-round use of school facilities has obvious advantages: their availability for instructional purpose is increased, and capital expenditures can be reduced. Although some of these benefits can be realized in the traditional nine-month school year, the potential flexibility inherent in year-round school programs can greatly facilitate their achievement. The ultimate value of year-round education as a resource for improving the quality of education will be determined by the evidence gained from carefully designed and thoroughly executed research and development studies.

The 1972 General Assembly appropriated $1,000,000 to support research and development projects on year-round education during the 1972-74 biennium. Six projects are being funded from this appropriation. They are being conducted by the counties of Loudoun, Prince William, Roanoke, and York, and the cities of Richmond and Virginia Beach. An interim report on the progress of these projects will be presented to the State Board of Education this summer.

These research and development projects for year-round education are part of a comprehensive program of public education in Virginia. As the result of a constitutional mandate approved by voters and the General Assembly, we have entered a new era in public education in the Commonwealth.

Section 1 of Article 8 of the Constitution which became effective July 1, 1971, states that "The General Assembly shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth, and shall seek to ensure that an educational program of high quality is established and continually maintained."

Section 2 of the same Article provides that "Standards of Quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly."

Standards of Quality for public schools were adopted by the Board of Education and approved, with revisions, by the General Assembly in 1972. Implementation of the Standards of Quality is one of the major challenges facing the State.

Because of the urgent need to fulfill the constitutional mandate of quality education for all children, I appointed a Task Force last October composed of legislators, legal counsel, financial experts, and educators and requested it to determine the following:

1. The cost of implementing the Standards of Quality for the 1972-74 biennium.
2. Local ability to pay this cost.
3. The distribution method for a 1973-74 supplemental appropriation that would enable localities to meet this cost.

The Task Force also was asked to develop concepts that could be used in revising the Standards of Quality and in preparing the public school budget for 1974-76.

Pursuant to the Task Force's recommendations, I proposed a supplemental appropriation—a "quality supplement"—to enable us to fulfill our constitutional obligations. The $24,700,000 supplemental appropriation by the 1973 General Assembly is an equalizer which reflects our determination that no child is deprived educationally because of where he lives. As I stated in my message to the 1973 General Assembly, "Equalization is the major thrust to ensure that any child living in Virginia will have access to a program of quality education."

Education appropriate to the needs and abilities of students of all ages is a concern that all of us share. The fact that so many of you are here for this seminar reflects your interest in searching for new and better ways to make public education more productive.

It gives me great pleasure to welcome all of you to this seminar—particularly those persons who come from other states. We are proud of our State and its rich heritage. We are proud of our public schools and the people who work so diligently in behalf of public education. We are proud to have this Fifth National Seminar on Year-Round Education held in Virginia. I extend to each of you my best wishes for a successful and productive meeting.

AN ADMINISTRATOR'S VIEW OF YEAR-ROUND EDUCATION

Paul B. Salmon

I will give you "An Administrator's View of the Year-Round Education" or "Extended Educational Opportunities." I want to say at the outset that I am in favor of it. I think that it is a good program to solve some problems. I also recognize that it could be a very high risk operation. Don't misunderstand me, I am not saying that you shouldn't do it. I am saying that when you do it, you should do it knowingly. You are entering into a program which requires massive changes in human behavior. If anyone should know about that, it is we educators. It is a high risk program and I will develop this more as I develop my talk. It is a high risk program because at this moment there is no substantial statewide or national political constituency for it. Now let me say before I go into it that I am in favor of it.

Salmon's first law goes like this, "A problem is no problem unless it's your problem." How many times have we encountered this as we go along? Something is really bothering us; something is threatening us and we go to somebody for assistance and he says that's not my problem. Administrators are faced with this regularly because a problem is no problem unless it's your problem. Your job is to make your problem the other person's problem. I am reminded of one of my experiences. When I was superintendent in a city school district, they had not passed a tax levy for 15 years; they had not passed a bond levy for almost that same period of time. We could never get that bond levy passed because the political power of our district was in the suburban area of our district, and they were not about to vote bonds to take care of the kids down in the center of the city. Their kids were in new schools in single sessions, while the kids in the center of the city were in old schools and there was no way that they were going to vote bonds to take care of that problem because the problem was not their problem. It became my job to make it their problem and we did. We told the people that we thought those schools were unsafe by the earthquake standards and we were going to close them. We weren't going to take school by school and put them out on double sessions so that there would only be one school but we would take grade by grade. We told the people that we would put double sessions throughout that district. Everybody in the district between grades 1-3 would be on double sessions. All of a sudden the problem became other people's problem. The people in the suburbs saw it as their problem and

as a result, in my judgement, the one single factor that passed that levy was that. I do believe that that is our job. If you have a program that you want, you have to get a constituency beyond yourself to support that program.

Now I ask you what is the problem as you look at the year-round school in your district? What is the single biggest problem that causes you to go this way? I will ask for a little audience participation in a minute, but I want you to listen to some of the reasons that I have come up with for year-round schools to be solutions to certain problems. What is the problem? Do you need additional improved education opportunities for kids? Do you need to hire your teachers over a longer period of time so that they can make more money, so that you can keep good teachers, so that you can attract male teachers or heads of the household to stay in your schools? Do you want to have a year-round school to get rid of those people who say, "It's a crying shame that we leave our schools sitting for three months out of the year—all those millions of dollars unused"? Do you want to reduce the number of buildings in your district that you will be required to take care of—the number of sites that you will have to maintain and buy? Do you want to open up options for pupils and teachers and parents? Now those are some of the reasons why the year-round school is sometimes thought of.

There are also other reasons. Do you want to relieve overcrowding and get along with the present buildings without building new ones? Do you want to end double sessions? Do you want to have enrichment and widen the scope of offerings? Do you want to prevent loss of learning—afraid to let them go on vacation because they might forget what they have learned so you keep them in school and keep reminding them of what they learned? Do you want to reduce or delay dropouts? Do you want your students to gain early college entrance? I had a number of students in one district that I served in that said, "We would like to go on an accelerated program because we can foresee that up here when the other youngsters come through they are going to be our competition. If we can get the jump on them, we get a job before they come through and dilute the market." That was pretty good thinking because those that got out about six years ago got teaching jobs and those that got out three years ago didn't. Do you want your slow learners to keep up with their class? If you can't do it in the time you've got, then keep them in and keep them learning. Do you want to provide early entry into the job market?

I want to ask you to do something. Turn to the person on your left and tell him the primary reason for having the year-round school in your district. What's the main reason that you'll do it?

Now I want to go back over some generalizations and you who got the information are to respond. How many people in here said that saving money was the reason—about six people. How about the need for additional educational opportunities—about 12 to 15 people. How about the need to extend the

teachers' work-year so you can pay them more and keep them—none. What about to get rid of the criticism that your buildings are sitting empty for three months—not many. To reduce the number of buildings required—four.

Now let me go to these other ways I said to save money, to relieve overcrowding and get along with present buildings, to end double sessions, to add enrichment, to prevent loss of learning, to accelerate learning, to reduce or delay dropouts, to gain early college entrance, and to allow slow learners to keep up. In this group there are only about three reasons and I don't think you guys are really committed to this idea because some of you are interested in saving money; some are interested in adding a dimension of enrichment or improvement in the educational program.

When it comes right down to it, what I didn't say but I will say, how many are interested because the superintendent is interested in the year-round school? I didn't say that in jest because superintendents can go to conferences and come back and be enthusiastic about certain things, and they are experts at trying to make their problems your problems.

Whose problem is it then? Is it yours? Why is it yours? Do you operate on the dead cat theory of school improvement. You know if someone walked down the hall and threw a dead cat in the window of every classroom everyday, the excitement would be generated and it would improve discussion. I've never been sure about that, but I've heard about some of the deadly things that go on in some classrooms.

Maybe the superintendent is bored. I don't know whether you've ever thought about it, but unless there is something happening in most school districts the guys at the top can get bored. If they've been there a long time; if it's running along just about like it's always run along; there are no new mountains to climb or kingdoms to conquer; a guy can get bored. Maybe he's looking for a diversion; maybe he's frustrated; maybe you're frustrated.

You need to say when you go to your district—who wants this thing, is it me; and if it is, you've got to adjust to it. I'm not saying that it isn't legitimate. It's legitimate and it's leadership if you feel that it will solve the problems of your district even if you only have yourself as a constituency of one. Now there are other people who may be interested in it; boards of education are sometimes interested in it. I notice that boards are more and more running on issues and sometimes the year-round school can be an issue. More likely it will be put this way—why do you think all of the buildings need to sit empty during the summer? As a consequence the board may be picking up this kind of constituency. The board may be using the year-round school as a diversionary tactic—have you ever thought of that? If there's something cooking over here, you start something over here as a diversion. That's a possibility. Or it may be the bandwagon effect. The bandwagon effect will be pretty easy to capture and has been used effectively in this conference, I think. Now I'm saying that that's positive, but

always go back to your district and analyze your problems so that you're sure that the year-round school will be the answer to your problem.

Now there are other constituencies; the business community sometimes gets in on this. They want to show their power; they want to bring recognition to their community. Consequently, they come to the board and the superintendent and they push it. They get out and they appoint committees and they say, "Let's look at this thing"; and they read articles in *Parade Magazine* and *American School Board Journal* and other places and see that as a solution to their problem.

It could be that the staff wants a year-round school. This is an interesting point. I would like to take another unscientific survey. How many of you represented here feel that there is more than a passing interest in the year-round school in a general way with your staff. Good, more interest there than any place and more vital there, I'll tell you. If the staff can't be rounded up to be committed to this, it isn't going to go no matter who else is in favor of it. The staff may see it as a way of getting better education for kids and of being more flexible in the offerings by providing opportunities for mini courses, intersession, and for all kinds of things that can come this way. The staff may be interested in the recognition that will come by being in the forefront; by being pioneers; by having visitors come and see what you're doing. I think that is a very fine and positive aspect. The staff tends to grow and thrive on this kind of thing and maybe, too, the staff is looking for some way to overcome boredom. What's going on now? Maybe they are looking for something that isn't?

How many of you feel that students are interested in it? More students than I had thought would be interested in it. Students tend not to know very much about an office, and the reason that I asked the question that way is that I would believe ordinarily that high students would be the strongest constituency. Yet the high school student movement in the year-round school is a faltering movement at the moment, in my assessment. Maybe I don't know all there is to know about it. I see elementary school as going along because the parents tend to be the ones who see whether kids go to school. When you get to the high school, the student himself has a much larger say in whether he is going to show up or not and whether he is going to participate.

Parents are often interested in the year-round school; and some of them will see it as a way of locating more options, getting longer babysitting, getting some recognition in the schools their kids attend.

The media are sometimes a moving force. Is there anybody here whose newspaper is really hot on the year-round school right now and trying to sell the board? That happens, particularly when you come up with financial issues. Somebody will read about 45-15 or something and saving money and away they go.

I think after you have decided who is in favor of it, then you have to look

at the quality of the constituency and the quantity of the constituency. Be sure of what you're doing once you've decided to do it. There are a number of alternatives as far as the extended school year is concerned that will be discussed here. Relate these alternatives to your problems and pick the alternative that suits you best. For instance, you'll find, I think, that Chula Vista, California, will be having year-round education because they just had to have more buildings. They put it in for that reason and it is working. In Nehru, California, they wanted kids to learn more so they went on the 50-15, an extended school year and the kids' reading scores are up and it's working. Be sure you know what you're doing and why you're doing it so that when you pull the trigger, what you had hoped would happen, will happen. Be sure that the people know what the reasons are for going into year-round education. Be sure to reinforce good behavior.

Let me review the points I made a little while ago. It's not good enough to reinforce only the community that's working in that school. You have to reinforce your whole district. Don't forget those other people because they pay taxes too. They pay their taxes, and they are apt to look at education experimentation as something that ought to be done in another district.

I think that I have about finished, but I want to point out one other thing. You have to continue to maintain your constituency; mobility kills you. So often we have gone into an innovation thinking that once we got the staff trained, once we got the parents to understand, once we got the kids with it, once we got the business community with us that we had it made—not so. One third of the people of the United States move every year. In your district you can follow this down. Every fifth year they move out of state so you're more apt to be addressing a parade than you are a single group of people. Let's don't forget that this kind of thing can do you in.

Last but certainly not least, don't lose your objectivity. I think that we have to maintain our objectivity because if we don't, we're apt to get off target; we're liable to dilute ourselves; and in the process we're likely to do damage to kids in school districts.

PRINCE WILLIAM COUNTY, VIRGINIA, PROGRAM EVALUATION: DESIGN AND RESULTS

Ernest H. Mueller and William A. Volk

The evolution of Prince William from a quiet, rural county to an active suburban locality encompassing a multiplicity of cultural and attitudinal concepts is illustrated through a review of local population and enrollment trends.

The population growth was 121.5 percent between 1960 and 1970, the highest percentage for any county of 100,000 or more population in the nation.

During the 20-year period between 1950 and 1970, student enrollment grew approximately 920 percent.

Reflecting the demands of growth, the school operating budget and the instructional staff increased in proportion.

The magnitude of the construction program in Prince William County also reflected the stimulus for change which population growth brought. In 1959, there were 14 schools operating; and in 1970 (with the passage of a $21.7 million referendum in 1968 and a $28.7 million referendum in 1970), 42 schools were operating or under construction with 33 additions, renovations, or conversions underway. In 1973-74, 51 schools are planned to be in operation or under construction; and 57 additions, renovations, or conversions are to be completed or in progress.

Using the preceding figures as background, one can readily envision the economic, social, political, and educational problems that accompany a burgeoning growth pattern in any community and Prince William County was no exception. Included among the problems was the need of an accepted countywide set of community attitudes and values within a population consisting of many divergent social and cultural patterns. The unique combination of these elements produced a variety of interests and forces focusing on restructuring the educational format with an emphasis on a need for dramatic, yet, not traumatic change.

In 1969, the public in Prince William County was brought face to face with the realities of a predicted classroom shortage. Split-shifts, staggered schedules, changing attendance boundary lines, and overcrowded conditions heightened this awareness. A normally passive public soon evolved into an active and dynamic body.

The school board and administration also recognized the need for the development of alternative schedules designed to educate more children in the available space. They undertook the investigation of potential solutions. Research

in the area of the rescheduled school year was conducted and disseminated to the public. Extended school days, weeks, and years were made the subjects of formal and informal school and community discussions.

The process of implementing a year-round school program in Prince William County contained three distinct phases. The first phase was designed to expose the community to information regarding year-round schools. This was designed to be a non-threatening process which would allow for maximum internalization of information and create little emotional impact. The intent was to allow the county time to feel comfortable with the idea and thereby reduce the degree of fear normally generated when people are asked to accept an unknown quantity.

Although I am sure that you are familiar with the parameters of the 45-15 rescheduled school year, I will quickly review them as they were put into practice in Prince William. First of all, we took a census of the area to be rescheduled. This was necessary for us to achieve some semblance of balance among four groups. Keep in mind, the greater the balance among the groups, the greater the efficiency factor. After the census, geographic areas were established according to the best possible balance at all age levels. Obviously, if you employ multi-age grouping or non-gradedness, your chances of achieving total balance is enhanced. Each elementary school attendance area was divided into red, blue, green, and orange groups. The students retain their color code as they move into the middle school. Therefore, balance among the groups at the elementary level tends to carry over into the middle school. Because neighborhood areas were color coded, all students in the same family, except those in high school, would attend school on the same rescheduled calendar. The reason high school students were not rescheduled on the 45-15 plan was because they were already on split-shifts, and 45-15 could not handle, adequately, the problem at that level. Presently, we are developing multiple entry-multiple access school year at the secondary level. It consists of 14 overlapping nine-week quarters. This plan can accommodate the 45-15 schedule as well as numerous other schedules. Ultimately, the goal is to permit a student to select any combination of the quarters or parts of the quarters equivalent to 180 days of instruction plus a factor—say five percent—for remediation or acceleration.

The second phase was the identification of specific schools in which the first year-round school program could be conducted. This phase produced a certain amount of anxiety in the people whose children were to attend the year-round schools. However, the anxiety which developed in these people did not produce an immediate polarization of attitudes. Rather, it produced a climate where people sought information about the program.

The third phase contained the school board's formal announcement that the plan was to be funded and that it would be initiated in June 1971. Several major hurdles, such as the funding of start-up costs, a staff opinion survey, and a

community opinion survey, had to produce positive outcomes before the school board would make its decision. The school board unanimously elected to implement the 45-15 plan in the Dale City area, a rapidly growing community with a population of approximately 20,000 persons. Four elementary schools and one middle school were selected. The student population totaled nearly 4,000—it is presently over 5,000. With the selection came the polarization of community factions within Dale City—those for and those against the program.

As a result of the decision, a unique situation developed when a few aspirants or opportunitists decided that the year-round school could be used as a springboard to gain political identity. However, the individuals who were motivated to use the educational program for personal gain did not announce their political ambitions along with their display of antagonism toward the implementation of the year-round program. Their crusade against the year-round school plan was founded on the credo that they were out to stop the subversive, misguided school board from tampering with the traditional summer vacation and producing an inferior educational program. This opposition culminated in a legal attempt to enjoin the school board from initiating the program. When the injunction attempt failed, the opposition became less militant; and the community resigned itself to wait the remaining month for the program to begin.

Rumors of walk-outs, stay-homes, and picketing were covertly discussed but on opening day no animosity materialized. The beginning of the year-round school program was uneventful and produced evidence that many people were in favor of giving it a chance to succeed.

Through the entire implementation period, the staff members of the year-round schools presented a united position of support for the venture. The Prince William Education Association supported the pilot program and assisted in developing positive teacher attitudes.

Students accepted the change readily and produced no beyond-the-ordinary problems. Those students who had some early misgivings were quickly caught up in the contagious enthusiasm which emanated from teachers and students alike.

After eight months of year-round school operation, the Prince William County School Board conducted an open hearing to reevaluate attitudes. Of the 47 people who addressed the school board, there was only one negative commentary. Student groups presented petitions to the board signed by over 80 percent of the student body of the middle school requesting the continuation of the rescheduled school year. At the close of the hearing, the school board announced that the year-round school program would be continued through the 1972-73 school year and expanded to include two new schools in the Dale City area. The 600 to 700 people who attended the open hearing accorded the school board a standing ovation when the announcement to continue year-round school was made.

The year-round school plan was designed to expend no more money per child than that spent during a conventional school year in the areas of equipment, materials, and staff. Teachers were offered an opportunity to select the conventional contract or an extended contract. Those teachers who accepted the longer contract were paid their regular daily rate of pay for the extra days. Because these teachers and administrators were responsible for 33 percent more children and received, respectively, 25 percent and six percent more pay, the actual per-pupil operating expenditure was decreased. During the 1972-73 school year, the contract options have been increased to include a 231-day contract.

No legislative change was necessary for the year-round school to meet the Virginia Education Code. Attendance accounting was the only area needing interpretation and this was quickly resolved without significant change in the code.

Although there was a legal attempt made to stop an evaluation of the Prince William County rescheduled school year, the attempt failed and an evaluation was undertaken. Because a prime reason for the high cost of education is the inept use of the resources, facilities, materials, time, and people, the Prince William County rescheduled school year was subjected to an intensive and comprehensive evaluation. There were four major components to the design and each was completed by an outside firm to assure validity, and hence, community acceptance. Different organizations or agencies, such as universities and private research firms, were considered for the various components of the program. The intent was to insure internal monitoring among the various agencies so that there would be an automatic built-in coordination device designed to reduce overlap of efforts. This technique also provided for increased validity for each element of the study as all agencies would have input into the development of all evaluation instruments.

The first component was established to evaluate the attitudes of the community, staff, and students. This element was completed by Ned S. Hubbell Associates of Port Huron, Michigan, at a cost of $19,600.

The second component was a Cost-Ed Model completed by Educational Turnkey Systems of Washington, D. C., at a cost of $12,800.

The third component was an educational achievement analysis and was completed by the University of Virginia at a cost of $12,800. To assure cohesion and further validity, a fourth component was added; the College of William and Mary and the Division of Research of the State Department were designated as the accountability agent and the cost was $5,000, bringing the total evaluation cost to a little over $52,000.

A review of the results of the evaluation is in order. We will begin with the attitudinal survey.

Attitudes toward year-round school in Prince William County were obtained through six opinion surveys. Stratified random sampling included those

in Dale City directly affected by 45-15, year-round school—students, parents and school staff members.

The opinions of Dale City parents and adults in other areas of Prince William County were obtained through personal, door-to-door interviews conducted by Hubbell Associates. Student opinions were obtained through questionnaires administered in groups by Hubbell's interviewers. Opinions of school staff members were gathered from written questionnaires distributed and returned to Hubbell Associates. The questions to be answered were developed through community interaction evolved through public hearings with the research firm. A sociologist and psychologist from Ohio State University served as consultants to Hubbell. All of the attitudinal data were processed by statisticians at Ohio State.

Opinions were obtained from a total of 3,007 respondents. The study sample sizes were as illustrated:

Dale City Parents	400
Countywide Adults	400
Dale City 4th Graders	578
Dale City 7th Graders	429
Countywide 4th Graders	399
Countywide 7th Graders	402
Dale City Staff Members	174
Countywide Staff Members	225
	3,007

One of the first questions asked was this one: Some like the 45-15 plan, some do not. How about you? Parents answered it in these percentages: 82 percent favored the plan; 14 percent did not; and four percent did not express an opinion.

That high degree of support varied little among different respondents—men, women, or those on different attendance calendars. Countywide, adults responded somewhat differently.

Those parents who had children on the 45-15 plan and in high school on a nine-month school year were not quite as supportive.

Nearly two-thirds of the parents polled said their opinion of 45-15 now is the same as when the plan first began in the summer of 1971. And of those who had changed their mind about it, 88 percent of them changed to liking it.

The next question asked of Dale City parents regarded the advantages of the 45-15 plan. They responded in this way: 55 percent felt that the plan improves education for children, 21 percent stated that the plan provides better utilization of facilities, 14 percent indicated that it varied vocation opportunities, and 12 percent thought there was less boredom.

When asked to list the disadvantages of the 45-15 they responded with these categories: 39 percent, no disadvantages; 22 percent, high school not on; 19 percent, changes living patterns; 8 percent, educational disadvantage; 5 percent prefer traditional year.

Respondents reinforced their feeling about educational improvements when they were asked if the 45-15 plan provides a better, about the same as, or not as good an education as the two-semester year. Eighty-five percent felt it provided as good as or better an education as the conventional year.

If the 45-15 plan were to be expanded to other grade levels, or to other areas of the county, over two-thirds of the parents feel it should include all grade levels, elementary through high school.

Three-fourths of the respondents feel 45-15 should be a continuing program, not a temporary way to solve enrollment problems.

When asked about vacation problems approximately three out of four parents cited no problems.

The 45-15 plan apparently does not interfere with the after-school activities of children, according to their parents. Students return for practice in athletics, band, and other activities.

The 45-15 plan has not changed what students do after school, according to the great majority of both fourth- and seventh-grade students.

"More breaks more often" was the major reason cited by both seventh- and fourth-grade students for liking the plan; this lead the list for both. Seventh-grade students gave, as another important reason they liked the 45-15 plan, the fact that they didn't get bored—either with school or while on vacation.

Nearly two-thirds (174) of the 274 staff members of the four Dale City schools returned questionnaires in the 45-15 attitudinal survey.

When asked this question, How do you feel about working under the 45-15 plan?, we received these responses: 84 percent of the men like it; 73 percent of the women like it, and 100 percent of the administration like it.

Staff members, like students, report that what they like best about 45-15 is more vacation periods—more breaks more often. Other features of the year-round plan cited by school employees are benefits they see in the plan for the students—more interest, enthusiasm, and improved educational opportunities and curriculum.

Dislikes of 45-15 do not single out any major aspect. A number of operational and scheduling factors are cited by staff, but each by a relatively small number of the staff.

Staff members saw a number of advantages in the 45-15 plan for students: provides better education, more continuous; less review time needed; more breaks for students; higher interest, enthusiasm, and less student boredom.

Classroom teachers, responding in the staff survey, gave the 45-15 plan a strong endorsement as it pertains to learning opportunities for students.

Over three-fourths of the classroom teacher respondents said the 45-15 plan had not caused any particular instructional problems for them. Those who had experienced such problems complained of student changes, broken continuity, and a lack of planning and preparation time.

An overwhelming majority of the staff, responding to this question, Do you think the 45-15 plan should be used as a continuing program or only temporarily?, felt the 45-15 plan should be used as a continuing program, rather than as a temporary way to solve enrollment problems. You will recall that the parents favored continuing by a majority of 73 percent.

Cost analysis was included as part of the overall evaluation of the 45-15 plan because of the great interest in the economic impact of year-round schools. Savings in facility costs is one of the reasons most frequently cited by districts who are considering a year-round plan similar to that used in Dale City. Therefore, it was desirable to study the pattern of educational resource consumption in the county to determine whether such savings were possible or whether in reality the 45-15 plan created additional expenses that offset either partially or entirely the facility savings.

As stated previously, Educational Turnkey Systems, Inc., of Washington, D. C., was given the contract to perform this cost analysis. To do this, they used a unique cost analysis tool known as the COST-ED Model, which has been used to evaluate the costs of other innovative programs across the country.

Since the fall of the 1971-72 school year, we have gathered data for use in the 45-15 analysis. With a pilot program in four elementary schools and one middle school, the first decision was what format the analysis should take. Since the desire was to provide an analysis that would be most representative of what the district as a whole could expect from the 45-15 plan, it was decided to use the structure of the Godwin Middle School program as a guide. This was because the per-pupil cost of middle school education is closer to the average 1-12, per-pupil cost than is the per-pupil cost of elementary school education.

The 45-15 as run at Godwin this past year resulted in a total potential per-pupil savings of $109.46 compared to the costs of a similar academic program run on a traditional calendar. This savings represents 9.6 percent of the traditional-term cost.

Of these savings, those associated with greater use of facilities (buildings and equipment), are almost certain to remain an integral part of the 45-15, given proper facility management. The savings associated with staff may or may not be as durable as facility savings, dependent primarily upon the subjective utility which each staff type derives from year-round employment.

Trade-off costs are important factors to consider when you attempt to analyze the educational budget. For example, if we anticipate that the budget total is to remain the same; an increase of one percent in teachers' salaries must be offset in some other budget item. If we use student transportation cost only

for this offset, we would have to reduce the transportation budget by 43 percent.

In another example, the same one percent increase in teachers' salaries would reduce the book and audio visual budget by 74 percent.

Perhaps, none of these changes are actually desirable but are shown here to illustrate one kind of analysis necessary for valid budgetary considerations and decisions.

The following account is an analysis by the Prince William County staff of a proposed bond referendum for the divisionwide implementation of year-round schools in the county and the difference in cost that would exist between construction on a year-round scheduling basis compared to the conventional nine-month program. The bond referendum was broken into two phases, a three and an eight-year program. The first program is scheduled to be completed in 1976 and cost comparisons for year-round school versus conventional are compared.

Projecting through 1980, the cost to provide educational spaces on the year-round school plan would be approximately $50,000,000, while the cost to provide the same educational spaces on the conventional program would be approximately $90,000,000, a differential or savings of $40 million for the year-round school pattern.

We have prepared an analysis of the cost differential between the construction program under the year-round school calendar and under the conventional calendar in Prince William County. The total cost of the building program from 1959 to 1973 on the conventional plan was $70,600,000, while the cost of the same building program to provide housing under the year-round calendar would have been $46,596,000, a differential of some $24 million.

Summarizing the cost model, 45-15 as it appeared in Prince William County has significant potential for savings. This report has indicated that while much of these savings were in school construction funds and interest on construction bonds, a large portion of these savings would actually be seen in the operating funds of the district. Future actions could erode part of these savings, especially those related to school-based instructional and support personnel. Ineffective management of facility slack created by a districtwide move to 45-15 could further erode some of the facility savings. But the 45-15 plan does have the potential for producing long-run savings, in educational costs. Educators, who must recognize the importance of school finance, cannot afford to ignore this fact.

The achievement evaluation of the Prince William County schools compared the gains that samples of students made on standardized achievement tests during four months (71-76 days) of the academic year. At the initiation of the study, the classes in the sample were equal on mathematics achievement and had only a slight difference of two months (.2 of an academic year) in reading achievement.

Generally, the achievement evaluation shows no conclusive advantages for

increasing achievement gains of students for either the year-round school or the nine-month school; nor does it show any consistent advantages for any of the organizational patterns investigated.

In two of the three grades which were evaluated, half or more of all comparisons were significant and were attributable solely to the individual classroom behaviors of the teachers and students and were independent of the school calendar (year-round or nine-month) and of the organizational pattern for instruction.

In 22 comparisons there were 16 cases where there were no differences between achievement gains of year-round schools or nine-month traditional schools.

These conclusions are necessarily restricted because of the short duration (less than four months) of which the student gains were measured. In accepting this restriction, the evaluators were unable to assess the merit of one of the claims of year-round schools, which is that the flexible calendar should reduce the drop in achievement during the summer vacation which plagues nine-month schools. Currently, the Prince William County Office of Research and Development is in the process of conducting a three-year longitudinal study designed to examine this effect. We have completed the first year and are analyzing the data.

In conclusion, major change in education is demanded; but change must be designed and controlled to foster relevance in the educational program. Relevance relates to programs that meet more adequately the needs of a dynamic society. Change must be synonomous with relevance. Furthermore, change must reflect a more efficient and effective use of educational resources. The rescheduled school year can serve as a catalyst to bring about change, relevance, and economy by providing a more flexible and comprehensive program with greater efficiency and effectiveness, thereby reducing costs.

YEAR-ROUND PROFESSIONAL GROWTH

Robert McClure

I want to start with a quote from a book called *The Machine in the Garden* which is one of the most provocative books that I have seen for a long time. The book is by Leo Marx, and the title comes from our romantic view of the "good earth" and the implementing on that "good earth" of technology, ala the "machine in the garden." The quote is this, as Leo Marx says, "Thoreau feels no simple-minded Ludite hostility towards the new invention." The Ludites were the ones that broke the sewing machines in England when the Industrial Revolution came around. Thoreau feels no repulsion toward that. "Those new inventions are," he says, "but improved means to an unimproved end." What he is attacking is the popular illusion that improving the means is enough and that if the machinery is put in good order, as Carlyle said, "All were well with us, and the rest would care for itself." Maybe it is because those of us in teaching, since formalized teaching is a young profession, tend to grab off the innovations uncritically, hoping that an invention has come along which is going to transform the schools and make them into the kind of place that we want them to become. In my career, those inventions have included special programs for the gifted, cross-age teaching, the curricular reform movement, voucher plans, non-grading, performance contracting, team teaching, teacher aides, differentiated staffing, and so on. Each of these has been a constructive movement. Each was less than we hoped it would be.

In most instances, our inventions have been old wine in new bottles; but maybe we have learned some lessons from them. One lesson is pointed out by the Ford Foundation in its little publication called *A Foundation Goes to School:* "One of the lessons from our recent innovative flush is that we have to be more vigorous, more rigorous about first-order questions. That is to say, that the time probably is here for a re-asking of an old question: What is a school for?" Year-round education as an organizational invention could cause us to ask that question and to deal with it. Schools get into trouble when they draw their energies from inappropriate sources. For example, I think schools are in trouble when they attend to the cult of efficiency. I think we are headed down a road on this accountability movement that is going to be disastrous for us if we are not careful. And that grows directly out of some kind of cult of efficiency that we need to look at.

Second, another kind of inappropriate source, in my view, is a narrow

definition of standards. Look at the standardized achievement tests, for example, which measure only narrow cognitive skills. And yet every goal statement that I know of out of every board of education, either state or local, has narrow cognitive skills only as one little tiny piece of what that school is supposed to be about. A third source is a constricted view of "What is the good life."

A fourth inappropriate source is a wrong-headed interpretation of the line between work and play. I worked in a school in Washington, D.C., in the inner-city, where the teachers and I helped put together a program that had teaming aspects to it, that had kids moving around and being very independent about what they wanted to do and so on. During a meeting with parents, a woman stood up and said, with a shake in her voice, "I have never been so angry in all of my life. It is going to stop if I have to burn this school down." That was how angry she was. "My child is having too much fun in school." And she meant it. That is the wrong attitude.

Consider the warning, if you will, that Riesman gave in his *The Lonely Crowd* about 20 years ago about improper sources or direction. He talked about one of those typical books that we use in school, this one Riesman called a cautionary tale, and it is a cautionary tale, even though it's one of those hundreds of books about anthropomorphic vehicles. The kind of stories about fire engines and trucks and taxi-cabs that are supposed to help kids understand what the real life is like. This is called, "Toodles the Engine." It is about an engine who goes to engine school, and there are two main lessons taught in the engine school. Always stop at the red flag and always stay on the tracks no matter what. Diligence in the lessons will result in the young engine's growing up to be a big streamliner. Toodles is obedient for a long time. For the first 10 pages of the book, Toodles is a very obedient little engine. And then one day, Toodles discovers the delight of going off the track and finding flowers in the field. The violation of the rules, however, cannot be kept secret because there are telltale traces in the cow-catcher. Nevertheless, Toodles' play becomes more and more a craving. And despite warnings, he continues to go off the track and wander in the fields. Finally, the engine school master is desperate. He consults the mayor of the little town of Engineville, where the school is located. The mayor calls a town meeting and Toodles' failings are discussed. Toodles, of course, knows nothing of this. At the meeting, a course of action is determined. The next time Toodles goes out for a spin alone and goes off into the fields, he runs into a red flag and halts. He turns in another direction, only to encounter another red flag, and still another, and another. The results are always the same. He turns and he twists, but he can find no single spot of grass in which a red flag does not spring up. The citizens of the town have cooperated well in the lesson. Chastened and bewildered, he looks toward the track where the inviting green flag of the teacher waves him to return. Confused by conditioned reflexes, he stops, and is only too glad to return to the track and tears happily up and down. He is promising that

he will never leave the track again, as he returns to the roundhouse to the cheers of the citizenry and the teachers and the assurance that he will indeed grow up to be a streamliner.

Riesman uses the story to make the point: not only do we educate children for the good of the society but we also trick them into believing that directed behavior is equally good for them. In truth, the reverse is probably more accurate. Riesman makes his commentary on the story by saying, "Yet, with all of that, there is something over-varnished in the tale. The adult world, that is the teacher, is not that benevolent. The citizenry, that is the peer group, not that participative and cooperative. The signals are not that clear, nor are the rewards of being a streamliner that great or certain." Nevertheless, says Riesman, the child may be impressed; the reader may be impressed because it is all so nice. There is therefore a swindle about the whole thing—a fake, like the one that the teachers put on for Toodles' benefit. At the end, Toodles has forgotten that he ever did like flowers, anyway. How childish they are in comparison with the great big world of engines and signals and tracks and meetings.

The point of this long example is that for a long time we have been throwing the individual to a pack of wolves in society's clothing. The result has been the production of a marvelously skilled and effective society, technologically advanced, and humanely limited. It is comprised of a huge number of individuals who are unhappy or simply bewildered, wandering around in their off-duty hours, surrounded by DDT and cyclamates and government scandals, asking where the flowers went, or worse, not realizing that the flowers are gone.

Now if we are going to make an honest attempt to change the schools to a 12-month structure, we are going to need to look at schooling from a different frame of reference and to identify problems as we use old information in new ways. In a book which is part of the *Schools for the 70's* program, Foshay suggests that there may be a new curriculum agenda. In *Curriculum for the 70's,* he talks of his definition of Curriculum I (he has three). Curriculum I is the formal academic offering, and he suggests that we should get much more selective than we are at present about what goes into that formal academic offering of the schools. The one which he calls Curriculum II is about the nature of authority and the way in which man lives and works in society. School then becomes a microcosm of society where the child begins to look at his role as a decision maker and assumes growing responsibility. The other, which he calls Curriculum III, expands the individual's self-awareness, his internal development. Curriculum III leads to an understanding of what it is to be human. It is rare to see Curriculums II and III actively pursued beyond the first grade. By the time the learner has reached high school, he has forgotten the social interaction he often experiences in kindergarten.

The best specific answer I know to the question "What is a school for?" also comes from *Schools for the 70's.* Let me quote, "A good school is one that

celebrates personal differences and also emphasizes human commonalities, helps the student to understand his antecedents and to grow from them, and, finally, to not be debilitated by them. It encourages superior scholarship which allows the inquirer to contribute to society and to strengthen his own personality. It provides the resources for the individual to examine his own life so that he can enlarge his maturity and help to cause growth in others."

What is the relationship between professional growth and school approval? What are the conditions that promote true professional growth and therefore real school approval? I have my own checklist of what my ideal school must attain. Perhaps these items are also checklists against which you might want to compare the nine months of school and 12 months of school. I have eight items on my checklist:

1. Does the school recognize, value, and nurture individual differences and, when they are debilitating, help to correct them?
2. Does it offer a laboratory in which students can pick up the fundamental skills, test them out and apply them, as they get on with the more important parts of their education?
3. Does the school help students acquire a sense of history and its relationship to them and their individual futures?
4. Does it aid students to gain power in determining their own destiny, particularly as that relates to getting a job?
5. Does it apply standards based largely on competition with self and not with some abstract group, thereby creating higher standards in these typical schools?
6. Is there a setting supplied which is to the tune of the human requirements of learning and teaching and not someone else's requirements?
7. Is a program provided which is based on absolutely superior scholarship and not pap?
8. Is a setting provided which a community can develop and have learning as its central purpose?

It is possible to attain all those goals in a continuously run year-round school. It is highly unlikely that all of those goals can be obtained in a nine-month school that runs about 20 percent of the time. This is particularly true, I think, for the last two goals. The one having to do with basing a program on superior scholarship and the one developing a community devoted to learning. It is without doubt, the truest of clichés that a school is only as good as its teachers. But the nagging question remains, What is a good teacher? My answer is that a good teacher is one who is a life-long inquirer into his business and what he is about and whether he is a teacher-scholar.

Each discipline has a unique organizing element. Yet, teaching, too, has a scientific base from which artistic professionals draw their practice. But no one

in the schools has either the time or the resources to be an experienced inquirer into the essential problem of learning and teaching. There are researchers and philosophers who do devote their lives to that. But by and large, as I go to AERA and places like that, it appears to me that those researchers have simply lost contact with what they are researching into. The good school tomorrow is going to be one that gives teachers the necessary time and resources with which to better understand the learners, what they need to learn, how they best learn, and how this school can put into practice what we have learned as we develop our community of inquiry together. But teachers have not been freed to study their craft vigorously and dispassionately. If assignments to schools were to be structured so as to combine the investigation of tough problems with ongoing teaching effort, the psychic reward available to individual teachers would be enormously increased. Many able young people could presumably be attracted to a situation which afforded opportunity to increase power and control of their own performance. What seems most enervating about teaching in the lower schools is not the severity of difficulty encountered but the relative powerlessness of the individual teacher to further his efforts. It is, of course, only in a full-time school with full-time professionals that a center of inquiry can be maintained.

To come around to the issue of year-round education, the most important thing I know to say about year-round schools is the most obvious. It would be simply disastrous to expand what we presently do to a longer time span. It must be obvious to anyone who is close to the school, anyone who loves the schools that there is a crises in the schools to which we must attend. What we call necessary institutions are often no more than institutions to which we have grown accustomed, said Alexis-de-Tocqueville.

Meetings such as this seminar can take us a long way toward institutional renewal, I think. But I also think we must choose very carefully those issues and problems that make for ultimate productivity. Dialogue that leads to decision is difficult to come by these days, too. But it is crucial that change in educational systems more reflective of our real needs be created. Year-round schools will be only as powerful and staid as the reformation in purpose and practice that they are able to cause.

MANY FACES OF YEAR-ROUND EDUCATION

George M. Jensen

In its initial announcement of this conference the Virginia State Department of Education mailed a pamphlet to individuals and school districts, large and small, all over the nation. It bore the legend "Year-Round Education—Who Needs It?" Upon opening the first fold you saw that they answered their own question with the bold statement, "You Do!"

My principal purpose today is to attempt to convince you of the absolute truth of that statement through a logical listing and explanation of the many "faces" or aspects of year-round education. In so doing I hope to present a sort of "wide-screen" view of year-round school that may help you to get more out of this seminar than you might if you looked at this subject with your blinders on.

According to Dr. M. Gene Henderson, superintendent of Francis Howell School District, St. Charles, Missouri, their program at the now famous Becky-David School was dreamed up for the same reason as was the Hermanson-Gove 45-15 plan at Valley View, Lockport, Illinois. Stuart Beville, former superintendent of Prince William County, Virginia, where the Dale City Schools have recently been making educational history along with Leonard Servetter, assistant superintendent of the Chula Vista, California, school system tell the same story. Need for space was the prime mover behind the Cherry Creek, Colorado, Cunningham School opening its doors the year round. And the same thing goes, in main part, for the progress in year-round education at Superintendent Ray Spear's Northville, Michigan, schools.

With this sort of prime motivation behind the move of most districts into year-round schooling it seems fair enough for one to pose this question: "If all we can expect from a year-round program is the immediate release of classroom space and the prospect of building fewer rooms in the future, while our district has no immediate space problem and few if any future classroom needs, why then is year-round education a desirable alternative for us?"

Let's attempt to find the answer to this question by examining the full extent of the educational strait-jacket we're all in together—a set of shackles stealthily and unconsciously imposed on us over the years by the rigidity of our aging, agrarian-oriented nine-month school calendar—a sort of educational hoosegow, if you please, in which most of us seem quite comfortable but only because we've never known anything else.

Public education being the most important single enterprise of any community and the school activities being as pervasive as they are, it is reasonable to assume that they have either a direct or an indirect impact on almost every aspect of community life.

As a starter, let's take a fairly good look at the student and note how the school attendance pattern can work for or against him as the case may be. Students come in an almost bewildering variety of ages, sizes, shapes, colors, and widely differing family backgrounds, not to mention their varying degrees of readiness! In spite of this accepted fact our present school attendance pattern demands that they all be treated as though they were similar in every respect. The individuality of the child has gotten lost somewhere in the shuffle. For example, we decree by law that we will accept new students on only one day each year. This outdated, unfair procedure is the result of the inflexibility of the school attendance pattern.

In marked contrast, the flexibility of most of the current, continuous year-round programs makes it possible to admit new, beginning students at least three or four times per year. I can foresee the day when we'll be able to go all the way and introduce youngsters to their public educational experience as soon as they are ready, regardless of the time of year.

This single "face" of year-round school deserves much attention on the part of planners. It is one of the most important reasons why your district needs to make far better use of the calendar as an educational resource.

From the student's standpoint there are other areas where the eight months "go" and four months "stop" program works against him rather than for him. First, it provides for an in-built period of educational regression—the long summer shut-down, the three-months period of forgetting. To compensate for this loss we must spend each fall upon the opening of school from three to six weeks or more in review of last year's work. Without sacrificing a single day of the student's present vacation periods, the new programs, through the proper sequencing of student attendance, eliminate these long periods of forgetting and the consequent costly review.

Presently, if an elementary school student fails a grade, he must generally repeat the entire year's work. This means not only severe damage to his ego and loss of self respect but it also carries a high price tag in the matter of expense to the district. In North Carolina in the school year 1967-68 we spent over $5,000,000 to enable 10,000 first-grade failures to repeat an entire year.

The new year-round programs, through changes in their time lines and resultant curriculum content, avoid in most cases the necessity for a failing child to repeat a full year's work. Rather, if he stumbles somewhere along the line, there is an accounting every 45 school days or so. If he cannot make up his work during the 15 school-day recess his classmates are having, then he

simply does his 45 days work over at much less cost to him in lost self-esteem and far less cost to the district in dollars.

This new procedure also makes it less tempting for a teacher to pass a failing student, thus compounding his problems and his future teachers' problems farther down the stretch.

Is it really good for youngsters to be thrown on their own resources for three long months every summer? For some of the more privileged kids, perhaps, their families' affluence provides the advantages of summer homes at the shore, the lake, or in the mountains. Certainly, a full summer so spent is both healthful and educational. So is a summer spent in large measure at an agency or privately operated summer camp. These benefits accrue only to the privileged few. But how about the vast majority of American's school-age youth? Most of their families don't own second homes in resort or recreation areas. A great many of the millions of kids from central city schools hardly know what it is to go on a vacation because they've never done it. To them the long summer shutdown of the schools represents three months of doing nothing in particular—three months of boredom with its constant invitation to mischief and vandalism.

Both medical and psychiatric authorities tell us that regularly spaced breaks from one's chief occupation are better for both mind and body than one long break of the same total duration when considered on an annual basis. It would appear from experience with 45-15, for example, that the four 23-day vacations, one in each of the four seasons, plus the traditional breaks at Christmas and Easter, are actually better for students in the by and large than the customary long summer recess.

The present school calendar dictates that if the school-age youth is to have any vacation job experience, it must occur during the summer shutdown of our schools. This greatly limits the number of youngsters who can get jobs during their summer vacations. This is true for two reasons. First, the competition for the available jobs is terrific with all junior job seekers on the loose at the same time—several millions of them. Second, the summer months find most industries and businesses at their lowest ebb with fewer jobs available than at other seasons.

For those students who need and want vacation jobs, the year-round programs with a portion of students always available for employment are the answer.

High school dropouts and course failures are a vexing and expensive problem in many districts. The Atlanta area year-round school plan at the high school level—through its restructured and up-dated curriculum and full four-quarter operation—has gone a long way toward solving this problem, according to Dr. Douglas G. MacRae, deputy superintendent of the Fulton County schools. Says Dr. MacRae: "In the Fulton County system the per-

centage of high school failures since the beginning of our program four years ago has dropped by about 40 percent. In terms of budget dollars this fact alone has saved the school district $400,000 per year!" Besides this consider, if you will, the amount of frustration and boredom that has been saved the students,—no wonder the holding power of the high schools in the area has been greatly enhanced.

In leaving the student-oriented aspect of year-round education, let's recap what we've seen. First, its flexibility greatly facilitates a more orderly and reasonable manner of introducing youth to school experiences. Second, it opens wide the door to individualized instruction with progress at the student's own pace through a more or less continuous process throughout the entire year. Third, it can eliminate the long three-month forgetting period and consequent time-consuming and costly review period each fall. Fourth, it cuts down on the number of failures or retentions and greatly reduces the cost of failure—in both psychic damage to the child and financial cost to the district. Fifth, it reduces the temptation on the part of the teacher to pass on totally unprepared students to the next step in their education. Sixth, it tends to reduce students' summer boredom and consequent mischief and vandalism. Seventh, it multiplies job opportunities for vacationing students. Eighth and last, it greatly enhances the holding power of schools at the secondary level.

If our present "stop and go" calendar has been unfair to students, it has been equally unfriendly to the true professionalization of teaching. I think it can easily be demonstrated that the professional aspect of year-round school is a very constructive one. The present calendar denies full professional status to teaching, especially in the eyes of the general public which continues to regard this activity today as a rather well-paid, part-time job. Through the year-round school, teaching can become—at the option of the individual teacher—a full-time, fully professionalized occupation on an absolute par with all the other professions such as law, medicine, and engineering. With such status it follows that teacher earning power can be greatly enhanced.

The flexibility of instructional contracts in year-round school programs makes it possible for the very first time in the history of education to offer the teacher the type and duration of employment best suited to the individual needs and preferences of each member of the staff. In the Valley View operation, for example, there are 52 different teacher contracts in use as against the single nine-month contract option previously offered. If 180 days of teaching is your dish, very well and good. If, on the other hand, a long period of employment more nearly meets your financial aspirations, you may elect such a contract. If you are growing old in the ranks, nervous in the service, and a nine-month contract is proving too demanding, okay, select a shorter period to be in the classroom and still retain all rights of tenure and participation in your district's retirement program.

This new flexibility, if thoroughly understood, should appeal to the teacher, the administrator, the school board, the public, and the student in the process of choosing a profession. It should help to attract into teaching education's full share of America's bright-eyed, bushy-tailed, highly-motivated, and dollar-conscious young people. As a final consideration, it seems to me at least that it may well bring more young men into elementary teaching where they are so desperately needed, especially in the central city schools where so many of the students, especially the boys, have been denied the continuing presence of an exemplary male figure in their formative years.

Whenever and wherever year-round education comes into focus and is discussed in the community, it is the parents with kids in school who immediately generate the most static, throw up the most flak, and set off the fireworks!

Many parents are apt to resist the idea of year-round school because of initial misconceptions. The very name, year-round school, implies that students would be required to languish in the classroom for 12 months each year. When we speak of sequencing or rotating attendance groups, parents with more than one child in school get nasty ideas of their kids all being on vacation at different times. Most parents are leary of having their kids experimented with or used as educational guinea pigs.

Parents are concerned about vacationing as a family group and fear year-round school may damage their chances of continuing this traditional and much anticipated custom. Where there are two wage earners in the family or where the family is broken and the mother is employed, there is the immediate reaction that year-round school may reduce or eliminate the availability of qualified baby-sitters. Finally, many parents feel, at the outset at least, that if it costs "x" dollars to operate the schools for nine months, it will cost "x-plus" dollars to run them all year. This is distasteful because most parents feel their school tax dollars already take too much of their income.

All the foregoing fears can be allayed and doubts cleared up because the true "face" of year-round school as it applies to parents is really a most helpful one. It is only the "false face" of misconception that is really disturbing. Fact 1, no student is required to attend school for more days per year, 180, than at present.

Fact 2, all children in a family will be on vacation at the same time.

Fact 3, no students will be used as educational guinea pigs—we simply put known, tried-and-true methods to work within better "time lines."

Fact 4, family vacation options are greatly enhanced rather than restricted.

Fact 5, because there are always at least 25 percent of the community's children on vacation at any one time, the availability of baby-sitters around the calendar is assured.

Fact 6, year-round school need not increase taxes but should, if the program is properly structured, tend to hold them in line or even reduce this portion of

the financial burden of government. This has already been demonstrated in actual practice in Prince William County.

The adoption of a year-round school program also has a beneficial effect on the community life in general because it tends to mark the beginning of a new rapport between the school administration and school board on the one hand and the patrons of the schools on the other. There are at least two other societal benefits that soon surface. One is the actual strengthening of the educational program. The other is the reduction of "people pressure" or "wall-to-wall" people on the highways, on the lakes and streams, in the national and state parks, at the resorts, and in the restaurants and motels during June, July, and August—the traditional vacation months.

While the year-round school has its "administrative face," it is difficult to isolate great advantages that accrue to the administrators. It does, in fact, seem to create some additional problems for them, at least initially. It also abolishes the long summer period of relatively slack activity at the administrative level which many professional schoolmen find quite attractive and welcome. We can't get very far in any effort to justify an updating in the school calendar on the grounds that it reduces the administrative load.

There are some problems in the area of non-certificated personnel, also. I refer to our clerks, custodians, cafeteria workers, bus drivers, etc. Certainly, where necessary most of these folks will be employed on a year-round, full-time basis. However, with an immediately lower average daily attendance, some of these positions may be eliminated in the interests of efficient operation.

As to the aspect of year-round school which has an impact on a district's need for classroom space the end result is clear. Any well-structured year-round program can be conducted in much less physical space than the traditional calendar requires. The amount of space saved depends on the type of program adopted. Space requirements for similar education programs on a year-round basis opposed to nine-month activity are from 20 to 33⅓ percent less. Substantial dollar savings in future capital funds are the result. Operating savings also may be realized by retiring rooms and even entire buildings from service. A room or building not built never has to be heated, lighted, air conditioned, cleaned, and maintained nor rehabilitated! Some districts now planning and building schoolhouses like mad to keep up with student load will one day wake up and find themselves overbuilt. Year-round operations can greatly reduce this hazard. Mature school districts now losing students to the suburbs can retire many rooms from service and even close entire buildings by moving into locally acceptable year-round programs.

That money can be saved and the educational program strengthened at one and the same time has now been demonstrated by both the Valley View, Illinois, and Dale City, Virginia, programs. These savings have been actually documented. The extent of the savings depends upon the type of program.

A word of caution. If in restructuring your operation you add educational services and alternative offerings not presently incorporated in your program, you are going to encounter higher costs than before; there are no two ways about it.

Both religious institutions and youth service organizations such as the "Y," the Scouts, Boys' Clubs, Junior Achievement will find it possible to make their work with youth more effective through the new educational time lines, where all youth are not either in or out of school at the same time.

Library services to students can be improved through the new attendance patterns because all the students are not researching the same subjects at the same time.

Juvenile delinquency can be more readily controlled by local law enforcement officers through new school attendance patterns, and more effective work can be accomplished with youth by the church and the youth service organizations previously mentioned.

Business and industry with vested interests in year-round operation such as household goods movers, public utilities, and travel and resort business, all stand to benefit by the elimination of summertime business peaks created by our "stop and go" calendar. Most other businesses as well as the medical and dental profession will benefit in a number of ways—a better year-round supply of junior employees is one. With high schools, and eventually colleges, graduating students throughout the year, interviewing and employing these young people can be more effectively geared to the real employment needs of the firms involved.

Most of the faces of year-round school are friendly; a few are questionable; and one or two we could do without. It will pay you to consider all of them for what they are actually worth to your own community. In the main, however, most districts now successfully engaged have found the proof of the pudding really *is* in the eating. I hope you enjoy your repast.

ORGANIZATION OF CURRICULUM AND INSTRUCTION IN A CONTINUOUS TERM YEAR-ROUND PROGRAM

Alan K. Farley

My remarks have been prepared within the context of planning and research rather than actual operation of a continuous term year-round calendar. If there are among the audience practitioners of such a program, your contributions will be most welcome.

I am sure most of you have encountered, in your investigation of year-round education, certain areas of concern which seem to be rather nebulous. We have shared some of those encounters. So in order to avoid being vague and ambiguous, it may be helpful if I take a moment to provide you with a brief background of our project.

Roanoke County is a growing suburban county in southwestern Virginia with a student population of some 24,000. Our rapid growth in recent years, along with an impending financial crunch, led us quite naturally into an investigation of year-round education as a possible vehicle for cost benefits as well as program improvement. For the purpose of research, we isolated a school attendance area which was ideal for year-round study. It is the most rapidly growing area of the county and is a self-contained attendance area (there are no transportation overlaps with other schools).

At the outset of our project we chose the following parameters for program implementation. Our original bias was, and still is, that a long-range year-round program must operate K-12 from the standpoint of community acceptance. Having studied the results of operational programs, we felt that there was considerable merit in the idea of delaying school construction. We were also led to believe that certain cost benefits might be achieved in the area of transportation. Finally, we were interested in year-round education in terms of its potential for program improvement.

After six months of study, our research findings negated some of those original parameters. As everyone here certainly knows, the only way to delay construction through year-round operation is to implement a mandatory attendance calendar of the 45-15 or rotating quarter variety. Our research shows, and let me emphasize that this describes the conditions in Roanoke County and may not necessarily hold true in your division, that the K-12 operation of mandatory year-round education is more expensive in terms of operating costs

than a regular program. We also found that we could delay construction for only three years, which may ultimately be more expensive in view of the rising costs of materials and labor, not to mention unpredictable interest rates. These findings led us to the conclusion that if year-round education has any merit for Roanoke County, it is in the area of program improvement, along with additional attendance options for parents and students. The result of that redefinition of project goals is a continuous term calendar due to begin operation this fall.

How does a continuous term work? The calendar itself is obviously no problem since it involves no rotating attendance areas or complex transportation schedules. A continuous term is merely an extension of school operation beyond the required 180 days. This plan allows students certain options, for both school attendance and program selection.

Most school divisions steer clear of a continuous term for one of two reasons: either it is too expensive or it is too difficult to organize from the standpoint of instruction and curriculum. It is the second of these concerns—the organization of curriculum and instruction—that I would like to investigate with you.

The basic assumption to be made is that a continuous term program demands a highly sophisticated system of curriculum and instruction which would allow for open access on a continuous basis. A continuous progress curriculum is perhaps the only practical design which could be applied in a continuous term calendar since students could vary their attendance patterns on an individual basis. Only through open access could students be allowed to return to school after a peiod of absence and be able to resume their studies at that point of progress which they had achieved prior to being absent. A curriculum of this type calls for learning programs and materials which are geared to individual students or groups of students who are working in step part of the time. The more common approach to this kind of learning program in the individualized, self-paced learning package which is usually accompanied by behaviorally stated objectives and performance criteria.

It is interesting to note that the major textbook publishers have jumped on the individualized instruction bandwagon and are beginning to produce updated versions of textbooks which contain skill statements, behavioral objectives, and so forth. This is encouraging to me since only three years ago I contacted the research and development directors of 12 publishing houses about materials of this type and received no response.

Aside from the major publishers, there has been a flurry of activity at the local school division level in the last three or four years in an attempt to design locally acceptable curriculum delivery systems for individualized instruction programs. Our project has made a major effort to acquire and evaluate materials from a number of such sources. As you might guess, I can say that the quality of

these materials ranges from questionable to superior. In any case, I applaud those school divisions who are undertaking such work and owe a debt to those who have provided Roanoke County with material significant to our design.

Characteristically, continuous progress education seems to be more of a problem at the secondary level than at the lower grades. I am not persuaded that this is a defensible position from the standpoint of learning theory. That is to say, it is probably as possible for senior high school students to learn at individual rates as it is for students of any other age group. I am persuaded that local and state regulations at the secondary level requiring minimum numbers of hours or days of instruction for course credit, along with a necessity for generating class ranks and grade point averages to colleges and prospective employers are obstacles to the implementation of continuous progress at the secondary level. Most of us can be optimistic about the prospects for liberalization of rigid state requirements and college entrance criteria.

We have now made two broad assumptions: first, that a continuous progress calendar implies unpredictable variations in attendance patterns if students and parents exercise their options on an individual basis; second, an open access calendar presumes an open access learning program. I am sure no one here will quarrel with the notion that these assumptions are at least theoretically desirable from both an educational and community standpoint. The real hitch comes when teachers and administrators are confronted with the task of articulating such a program in the classroom. It is my personal bias, at least, that regardless of all the taxonomies, the latest articles in the "KAPPAN," "CAI," "IPI," and the rest, it eventually boils down to what goes on in the classroom.

I maintain that almost any well-conceived and well-written program of continuous progress is workable in the classroom provided three basic criteria are satisfied: (1) that teachers and administrators receive the kind of training necessary to develop the competencies required; (2) that teachers and administrators demonstrate a positive and energetic attitude; and (3) that school be organized in a way which will make all resources, both human and material, appropriately available to students.

Given the delivery system for continuous progress education, the immediate question that arises is "How does one organize the classroom to accommodate the program?" Again, the greatest anxiety about this issue seems to exist among those who deal with students somewhere above the sixth grade, although elementary programs are as vulnerable to getting trapped by rigid organization as anyone else. There is strong evidence that it is a little easier for elementary programs to break out of the box, both in terms of staffing alternatives and learning materials. The prime example of this is that open education, or open space elementary programs—whatever "open space" means—has caught on to a much greater extent already than some of the flexible scheduling alternatives

that were introduced at the high school level 12 or 13 years ago. With your consent, then, I would like to focus on some of the instructional alternatives at the secondary level as they may apply to continuous progress education.

Instruction at the secondary level, as I see it, occurs in four basic forms, whether the schedule organization is conventional, modular, or whatever. Those four types of instruction can be classified as lecture, discussion, lab- or action-oriented, and independent study. These are the four activities which take place even in a self-contained program, and they become more pronounced in the "Trump-model" schools which employ variations of the well-known "modular" or flexible organizations.

In a continuous term, continuous progress program, how are these four types of instruction affected by the curriculum delivery system? Probably the most pronounced change would be that there would be very little need for large-group or whole-class instruction. The fact that students would be at varying points of progress, due either to their learning rates or to attendance patterns, would make such instruction even less productive than it is now. This is not to say that whole-class instruction has no place at all in such a program. There may very well be occasional need to conduct whole-class instruction either for the purpose of presenting new content or following up instruction that has already taken place.

In the case of the discussion group, sometimes known as seminar instruction, the change would not be in the amount of this type of instruction; rather, there would be a fundamental change in the role of the teacher. Typically, the discussion group functions as a kind of topic-centered or problem-centered group with the teacher in charge. Again, due to the fact that students may be working at various levels and perhaps even with different materials, the discussion group becomes a monitoring situation for the teacher in which she assesses the individual student's progress while at the same time teaches the common threads or concepts that exist among a variety of activities. Thus the discussion group becomes much more complex, but for good reason. It accommodates individual learning rates and materials. It is obvious that this type of instruction demands a high degree of proficiency of the teacher and an equally high degree of coordination with other phases of instruction.

The next phase of instruction I call the learning laboratory. This type of instruction involves situations in which students are actively working at skill development, problem solving, writing, research, and other activities which imply action on the student's part and is perhaps the most common learning situation in a continuous progress environment. Here again, the instructor's role would vary greatly from what one would typically find in a self-contained program where discrete sets of students attend class with no variation in attendance and where students are all working on the same thing at the same time. Continuous progress would mean that the teacher would no longer have the

luxury of disseminating the same instruction to all students. This fact in itself calls for revision in the managerial role of the teacher. She must facilitate learning for students who are working with a variety of materials and who are at various points of progress in program sequence.

Finally, the role of independent study, which many people talk about but which very few people actually practice, becomes highly important in a continuous progress, continuous term program. The simple fact that students would be operating at individual rates and individual styles implies very clearly that these students would often be operating alone. As I see it, "operating alone" is independent study.

To be sure, putting together an instructional program of this type requires, in addition to a good software system, the three components I mentioned earlier: (1) that teachers and administrators receive the kinds of training needed to develop the competencies necessary; (2) that teachers and administrators demonstrate a positive and energetic attitude; (3) that the school be organized in such a way that will make all resources and materials appropriately available to students. Implicitly, these components would call for true staff differentiation and the flexible use of space and time.

It is easy to see why administrators tend to steer clear of continuous term, continuous progress programs. The development of learning programs and instruments to measure that learning, including criterion-referenced tests and tests for diagnosis and placement, is a supertask. To my knowledge no one has yet dealt with these problems with total success, at least not in a K-12 program. But one must admit that such a program is sound from the standpoint of learning theory. We in Roanoke County think we have a good point from which to begin. Certainly, our program will not be an overnight success. It will take at least three years to implement fully the kind of plan I have described. We know it is going to be a great deal of work, but we think it is worth the effort both in terms of learning programs and alternatives in attendance for students and parents.

SCOPE: A LOOK AT AN OPTIONAL FIFTH QUARTER

John J. Baldino

The origins of York County's year-round education program reach back several years to a desire for an improved curriculum organization, based on the concepts of relevancy, in-depth analysis, non-sequential courses, continuous progress, and individualized instruction.

The main threat behind the program which we call SCOPE was not the need for space. At the present time we have sufficient room, and we foresee no immediate shortage. Our main desire, rather, was to develop a program whose flexibility was adaptable to different patterns of operation.

SCOPE is an acronym with two meanings. Originally it was Student Centered Optional Program of Electives. As the concepts for the program continued to develop, showing its usefulness for year-round education, a second name was generated, Schools Continuously Operational for Program Excellence.

The State Board of Education adopted a policy on year-round education which encompassed many of the curriculum concepts that York County was already considering and working on.

One of the first ideas was to re-structure our courses into non-sequential nine-week entities. All courses in English, social studies, art, music, home economics, and industrial arts were reorganized as well as some science, foreign language, and vocational courses. This was done for the first year of operation, 1972-73.

For the 1973-74 year, all courses will be offered in nine-week units, including the sequential courses.

The choice of the nine-week frame of reference was based on the fact that most year-round operations revolve around a nine-week core. Using this pattern allows a greater flexibility in the choice of future year-round plans.

The method of operation chosen is what we call a pentamester plan. The year is divided into five 45-day segments. The student is required to attend any four. Since this plan is based on optional attendance, students and families choose their pentamester for being away from school. Some students, however, may use the additional pentamester for remediation or extended study.

Our implementation schedule has been as follows:

September, 1972—new program begun; Summer, 1973—full-year operation

for secondary students; and Summer, 1974—possible full-year operation for all students.

For the last four years our elementary schools have been non-graded. In implementing the new program the non-graded, individualized instruction, continuous progress format has been extended to the intermediate and high schools. At the present time only the seventh and eighth years at the intermediate levels and the ninth year at the high schools remain relatively structured.

The need for an individualized continuous progress approach was a direct result of our elementary program. As these students moved to the intermediate and high school levels, they were unaccustomed to the old lock step tracks of the traditional high school. They were ready for something better.

In designing any new program, a system of evaluating students effectively must be generated. The ideal would be to base a student's credit and promotion on his ability to perform in a given area, not the amount of time spent trying to master the task.

The SCOPE program incorporates the idea of pupil performance requirements. For every SCOPE course or level, K-12, there are attendant performance requirements. They are required performances stated in activity oriented achievement terms. The number per course vary according to the course area and type. It is our hope that over the next few years these can be refined to the point that the performance requirement becomes the determinant factor for credit and promotion.

At this point, over 350 secondary courses, and around 19 elementary language arts levels have been written. For each course in the county the following information was developed: title, description, goals, pupil performance requirements, content, text list, media list, and bibliography and reading list. Most of this initial work was done by teachers working in a summer workshop.

The first revision is now in progress. It is being accomplished during the year with released time, and during the summer in workshops. The third revision is in the planning state. By the end of the summer of 1973, almost every elementary and secondary course will have been developed and most will have been revised.

The entire SCOPE program is divided into three major areas: humanities; mathematics, science, and technology; and vocational. Each one of these areas in each high school is supervised by a broad subject area coordinator, who is responsible to both the building principal and the supervisory staff. Under each coordinator there are subject area team leaders, instructional staff, and paraprofessionals. This differentiated staffing pattern has facilitated the operation and evaluation of the program.

In order to evaluate the effectiveness of the program, teachers have been asked to fill out evaluation forms at the end of each pentamester. These have

yielded many excellent suggestions which have been incorporated into the revisions.

The major thrust of the York County program has been curriculum revision and reorganization to fit a year-round school plan. Since our plan is one of optional attendance, several problems have arisen.

As had been expected, most students want the summer off. In order to make the SCOPE plan effective, summer enrollment must be made attractive. One method is to give the student some educational reason for using the summer in lieu of another pentamester. Two plans will be operational initially to encourage summer attendance. This summer, a special field marine and fresh water biology course will be offered. This is offered only in the summer. Also, a plan called Partners for Progress will require summer attendance for some students so that they can receive full day on-the-job training by local industry during the rest of the year.

Another encountered problem/benefit involves the inherent flexibility of the program. Since courses are non-sequential and are completed in nine weeks, students who do not achieve need only repeat nine weeks of work. In many cases they need not repeat at all. They may instead choose a substitute course in which they are more likely to have success. This coupled with the ability to double up on some courses has eliminated a number of the "repeaters" from the summer session, thereby lowering summer enrollments.

This summer and the coming year should yield some very interesting data on the effectiveness of a student-centered optional program of electives operated in a continuous year format.

VALLEY VIEW—HOME OF "45-15"

J. Patrick Page

Rescheduling the school year is the biggest single change that can be made within a school district. It necessarily affects every aspect of school operation—student attendance, curriculum, staff contracts, salaries, maintenance of the physical plant, and the all-over educational philosophy. Every student is affected from the day he enters until the day he graduates, and even the entry date and the graduation date will be influenced by the school calendar.

All over the country citizens are studying different kinds of school calendar revisions. Why? Many districts have space problems caused by growth or by inability to replace inadequate facilities. Some schools look toward calendar revision as an immediate way to encourage or require curriculum revision or modification. Some school districts are feeling the pressure from their community to provide a calendar which is more in keeping with the community life style. Many school districts are working for shared programs with other community agencies and institutions. Other school administrators are satisfying their curiosity about what is happening in other areas; others are collecting background information with an eye to using a rescheduled school year for an experimental or pilot program.

An article about year-round schools in the March, 1973, issue of *Illinois Education News,* an official publication from the office of the Superintendent of Public Instruction, claims "the model for the State and for most other states as well is the Valley View School District's Continuous School Year Plan." Briefly, here is a background of the pioneering work done in the Valley View Schools and some implications of that work.

Back in 1968 the seven-man elected Board of Education and the school administrators realized that a major problem was fast approaching. The bonding power for school construction was exhausted, and all school buildings were already overcrowded. Hundreds of new families moving into the community and the addition of a kindergarten program in 1970 would force half-day sessions throughout the entire district with no hope of ever getting off half-day sessions.

The Board of Education directed the administration to find a way to provide the necessary classroom space so that insofar as possible every child would have a full day of instruction, a full school year, and a reasonably sized classroom. The school community in Valley View ignored all previous unworkable

year-round school plans and developed a continuous school year plan which not only provided more classroom space but also produced many supplementary benefits. The Valley View 45-15 Continuous School Year Plan was developed out of necessity. At the present time the Valley View Public Schools is the only compulsory, districtwide year-round-school operation in North America. (However, many districts are utilizing the 45-15 plan in some of their schools, and in other districts there are other forms of year-round school operation being used.)

In 1970 when Valley View Elementary School District 96 scheduled all of its pupils on the 45-15 plan, all high school students stayed on what was called the "traditional half-day sessions." (There are many citizens in the community who maintain the phrase "traditional half-day sessions" is more than tongue-in-cheek; it seemed to be a promise of a perpetual arrangement.) After observing the students in the elementary schools attend school under a revised calendar, the citizens in the community insisted on the 45-15 plan for the students in the high school. After all, they asserted, if it's better for a seventh grader, why isn't it better for a tenth grader?

A large section of the high school district was disannexed, and Valley View High School District 211 was formed. District 211 was in existence for only one year when it merged with District 96 to form Valley View Community Unit School District 365. In July of 1972 all students in grades 9-12 began attending under the 45-15 plan.

The consensus of school staff members, administrators, Board of Education members, parents, businessmen in the community, and thousands of outside observers is that the Valley View 45-15 Continuous School Year Plan was and is the best solution for the problems of Valley View School District.

Here are the eight biggest effects of year-round school in the Valley View School District. During visits to other school districts which have adopted the 45-15 plan, I have found in talks with school personnel and residents that these same effects are true.

1. Curriculum updating and revision came about very rapidly.
2. More high school students are working. They are working more hours, and they are getting a much better selection of jobs.
3. The Valley View 45-15 Plan has fostered a cooperative relationship between the schools and the other institutions in the area.
4. The parents have become very interested in the schools.
5. The attitude of the staff members in the school has received a great uplift.
6. Since the Valley View 45-15 Plan was implemented, more students have taken vacations with their families. Each attendance group has a 15-class-day vacation in each season of the year, and workers in occupa-

tions that are not geared to the farming calendar have more of an opportunity to schedule a vacation with their children.

7. Actual dollar savings in school operation in the Valley View District are only from 2 to 5 percent of the budget. However, so far we have avoided the necessity of building $7,500,000 worth of buildings.
8. The tremendous amount of flexibility in every aspect of school operation has become apparent.

In summary, the Valley View Public Schools has demonstrated that year-round school operation under the Valley View 45-15 Plan is possible, practical, and educationally profitable. A rescheduled calendar is not a panacea for all the problems in the schools throughout the country, but community leaders should be aware of the opportunities and the limitations of year-round school operation.

Many other school districts throughout the country are modifying their calendars. Some are copying directly from Valley View, and some are developing their own system of calendar revision. This makes us very happy because it shows that we must be doing something right. "Imitation is the sincerest form of flattery."

VALLEY VIEW—HOME OF "45-15"

Allen McCowan

The work at Valley View during 1971-72 made abundantly clear that the 45-15 plan can be applied to a high school. In contrast to a "dry run" simulation, the staff knew that the school would be going on the 45-15 plan on July 31, 1972, and consequently understood that they would be living with the decisions made.

Out of all of the total problems anticipated under the 45-15 plan, none gave more concern than student and teacher scheduling. The problem, of course, would be no more than any other high school solves every year if Romeoville High School had been willing to divide the student body into four parts and treat each as a separate group to be scheduled. This obviously was not a desirable solution because it would have created all of the problems that any small high school faces. The solution would have taken away the well-known advantages in scheduling a large high school—economic, wide variety of offerings, and flexibility in scheduling.

Consequently, the school followed these steps in arriving at its final scheduling procedure:

1. The curriculum was revised, with considerable stress placed on quarter units of study.
2. The students were told what the offerings were, and they then were asked to register.
3. The student requests were tallied on IBM cards and summarized. Tallies of requests and a conflict matrix were produced.
4. The department chairmen and the principal decided on the number of sections (class size) and person to teach each section. A department master schedule was made up.
5. Adjustments were made among the department schedules.
6. Students were allowed to request changes among the attendance tracks for acceptable reasons. (Changes for 50 out of 2,500 students were made.)
7. A trial run was made of the schedule on a computer. The program allowed up to 10,000 probes for each student if his request could not be fitted in earlier.
8. After some adjustments were made, the final run was made.

Any other high school going on the 45-15 plan may use the same specific solutions to the scheduling problems, but these solutions might not always be acceptable.

Certain courses will have small enrollment, especially if a school attempts to increase the number of courses offered. Two approaches were used by Romeoville High School. One approach was to individualize the course, so that it would make no difference when a student was in attendance. Thus, when one-fourth of the students leave for 15 days and then return, they simply pick up where they stopped. The second most used solution is to combine two tracks. For 30 days, the two groups are together. Then, for 15 days, only one group is in. The advantage is that it allows more individualized attention for the pupils. The apparent disadvantage is the cost. (If the teacher could accept larger numbers during the 30-day period, (using lectures, etc.) then much more individual attention could be given during the 15 days with no greater overall cost.) Actually the split could come either before or after the joint 30-day attendance period.

Instead of the 180 days that a teacher is employed during a traditional and typical school year, the 45-15 plan allows teachers to work 240 days if they so desire. Irrespective of the solutions made for low enrollment courses, most of the instruction in most courses requires teachers throughout the year. The simplest administrative solution is to have all teachers work for 240 days. However, for reasons of personal preference, graduate work, or anticipated fatigue, a teacher could work a shorter period and have his place taken by another teacher. The only possible problem would be a high school going on the plan which did not have sufficient attrition rate and/or enrollment growth to take care of all those who wanted 240-day contracts. A simple illustration will show the problem. If a high school staff were comprised of 100 teachers; if all wanted 240-day contracts; if there were no enrollment growth, and if there were no resignations, retirements, deaths, or discharges, then the school could only offer jobs to 75 instructors. Any district seriously considering the 45-15 plan probably is suffering enrollment growth stresses that preclude the eventuality of not being able to offer 240-day contracts to all who wanted them. However, if it did occur, a district most likely would offer fewer 240-day contracts so that all staff could be kept. The important point is that the 45-15 plan has nothing inherent in it that requires either all 180- or 240-day contracts. A full range of options is open.

Most high schools have moved to some type of computer assistance in scheduling students into courses. Under the 45-15 plan, this becomes even more necessary but at the same time takes advantage of what the computer was designed to do: give information quickly and accurately. Because every 15 school days there will be at least some changes, the computer can quickly print out the information in forms desired. Every grading period will require a complete new

printout because of the many courses offered on a quarter or two-quarter basis and the change in student schedules.

This extra work probably requires a full-time, competent technician who can serve as a registrar so that counselors and others are not taken away from their professional duties.

Valley View District 96 had earlier placed families (in groups of a city block or more in size) into one of the four attendance tracks. This was done solely by geographical area. The high school kept the same track identification. However, there are no logical reasons (though sociological reasons exist) against using other rationales. Thus, college-bound students could be placed in a different track from vocational students. Each class could be placed on a different attendance schedule. Freshmen could start on "D" track, and each succeeding year start school 15 days earlier and thus shift to "A" track eventually and graduate in the spring. The community probably would not accept such alternatives, however.

The scheduling necessary for high schools which want to adopt some type of year-round staggered vacation periods is not basically changed from the scheduling required for a traditional school year. However, depending on the constraints applied, the scheduling may be easier or more difficult. When computers are used, there is only little extra time involved, but the many other problems that are added by a year-round operation are usually not the kind that the computers alone will solve. Consider these problems that are typical.

1. Classes of small enrollment

   For example, many of the classes in the junior years (vocational shops, Latin, etc.) have only one section. If a district were to use a four-track staggered plan, (e.g., 45-15, 9-3, or 12-4 plans), then there would be four separate classes required, obviously not an economically feasible solution. The only apparent ideal solution is to devise an instructional program that would allow three different attendance tracks to be together at the same time. One approach would be the use of individualized instruction such as that used by the Air Force at Chanute Field at Rantoul, Illinois.

   One compromise solution would be to conduct a "regular" class, with much time allowed for individual work. Students would need to plan their work for the time period when out. They might be helped by lectures being recorded for playback later. If such instructional adjustments were made, then the scheduling would actually be no more difficult than the traditional school year. In fact, the flexibility introduced might "loosen" the whole scheduling procedure.

   However, if no instructional adjustments were made, then the regular scheduling process would be singularly re-done four times,

once for each attendance track. Just to see what would actually be presented, the cards used to schedule the existing year were re-run after being split into four groups. The results are being analyzed to see if, by chance, certain classes could be combined with two tracks or three tracks instead of four.

2. Determining tracks

The preceding simulation used the tracks already assigned to the elementary district. Another approach, readily usable by a high school district not tied to an elementary schedule, would be to use various possible procedures to determine tracks. Some possibilities are these:

a. Assign each class level (e.g., sophomores to "A") to an attendance track. Two problems would exist: it would be difficult for a student to take a class offered at another grade level unless he wanted to go to school during his vacation, and families with more than two children in high school would have different vacation schedules.

b. Place different programs on a different track; thus, college preparation might be tract "D". The same problems, as tested under "A" would exist. It also would further segregate student populations when integration is needed.

c. Prepare a master schedule first, at least two years in advance, based on the quarter system, and with small classes offered in quarter units and in staggered fashion during each quarter. Thus, Latin I might be offered in the fall for Track "A", winter for "B", spring for "C", and summer for "D" students. When the enrollment was small, only two tracks would be on schedule, with the other two needing to catch up.

Students would make up their schedule accordingly, making what adjustments they could. Obviously the advantages of flexible scheduling would be absent, but in practice, much less has been gained by flexible scheduling than promised. The student would then select his own attendance track. If overloads occurred, then priority could be given to seniors, then juniors, etc.

Not all of these alternatives could be realistically simulated without considerable involvement of students and consequently confusion. Hence, the simulation will be limited to the 200.

3. Extension of the school day

By the extension of the school day by two or three class periods having heavy enrollment classes at the beginning and at the end of the day and small enrollment classes in the middle, everyone could then

be in the building when small enrollment classes were in session. This would not alleviate the small enrollment problem unless these classes were lengthened in time and offered fewer times during the week. However, with these added changes, two gains would be immediate. First, greater use would be made of the building, similar to double sessions, without all of the handlings of a double session. Second, students would be provided more time for a catch-up study when needed, extracurricula activities, and extra classes. The disadvantages would be family and bus scheduling unless two tracks were assigned to come in for early classes and the other two for later classes.

COMMUNICATING THE EXTENDED SCHOOL YEAR PROGRAM: BASIC INFORMATION OR A SNOW JOB?

Charles Hall and James Turner

Approximately three years ago the State Department of Education was directed to study year-round education operational programs of others that might give us an idea of whether programs of this sort were feasible for our state. The decision was made at that time within the State Department that it was feasible; but it should be studied locally within the state in different districts, so that we might get a better idea of which programs of extended school year or year-round education would be best. So through Title III ESEA money, $25,000 was provided to each of four school districts on a competitive basis to study different plans of year-round education. They were Rockhill, Spartanburg, Florence, Richmond County; and under a different funding, Piedmont Schools. The districts conducted these studies for a period of a year, bringing in consultants and visiting operational programs in different parts of the country.

As continuing support from the State Department of Education and Title III, an additional $100,000 was awarded to actually develop and implement the programs that had been selected. Rockhill and Spartanburg submitted their own projects. The $100,000 has been used for developing curriculum and various aspects related to that. Along with the grant from Title III, Governor John West of our state has supported year-round education; and through his efforts and the efforts of our legislature, another $100,000 was added to that original grant to be given to Rockhill and Spartanburg for the purpose of developing the programs. The quinmester is the plan that was eventually selected for our area and for this district to begin working on. At this time, the process of developing and writing curriculum is going on in Rock Hill. The implementation date has been set for this coming September at the secondary level, grades 7-12. Curriculum has been completely revised into what has become known as the 45-day courses. From the State Department standpoint we are looking at other districts, beyond the ones that are now involved, to actually start programs. We are encouraging that support even more so now. The programs may be modified somewhat. We do not expect every district in our state to be able to operate right away a complete program year round, but we do anticipate modifications and will work with those districts to allow for these modifications.

We are encouraging the 45-day course curriculum and the quinmester as

we feel it has proved, at least in our feasibility studies, to be the one best for our particular area. There has been one development within the past week in our state that I would like to share with you. In our minimum defined program, the State Department has now put in writing its support of year-round education and made it available to all the districts in the state so that they may go to year-round education when it is feasible for their area.

Under length of school term, we have included now the statement that the instructional program may be organized on a quarter, semester, or yearly basis. When I mention quarter, I am not really talking about the quarter system such as Atlanta's, but a quarter approach means 45 days in each session and then a fifth quarter which might fall in the summer. Under summer schools, school districts that elect to operate a fifth or summer quarter shall provide a 45-day instructional program equal in quality and quantity to other quarters of the regular school, including the length of the school day. All accreditation standards shall apply to each quarter of operation. The program of study in each high school should be broad and produced to meet the diverse needs of students. Research has shown that a broader instructional base with extensive student choice and greater curriculum flexibility can be achieved by organizing the school on a quarter basis. Successful implementation of a quarter or semester system requires extensive curriculum revision and development as well as teacher training. To insure continuous learning experiences, copies of subject matter to be taught in courses organized over a quarter basis must be outlined as teachers' guides. Each school district is encouraged to restructure its school year into quarters or semesters by designating the report period for purposes of evaluation on a nine-week basis. Credit for courses has been traditionally awarded on the basis of one, two, or three units. A school district may now offer courses on a quarter or semester basis by granting credit on a proportionate basis. School districts planning to adopt quarter or semester systems must develop an outline and guide for each course and secure approval from the State Department of Education.

There is one further statement regarding summer schools: that traditionally a student has been allowed to apply only certain credits that he has earned in a traditional summer school toward the graduation requirements for a state high school diploma. Under the new ruling, this will not apply to students involved in the 12-month school plan. They may apply as many units as they have earned in summer programs toward their school diploma. We think these statements on a defined program now will allow for other districts to become involved in year-round education in our state. We are pleased to state that the legislature has supported us up to now. We have made requests for next year, and we will know very shortly the amount of money that will be available to apply toward the development of the elementary programs and to the study of these programs in other districts that are becoming involved.

THE DADE COUNTY QUINMESTER PROGRAM: A CASE STUDY

Martin Rubinstein

On August 14, 1969, the Dade County, Florida, School Board authorized the Division of Instruction to conduct a plant utilization study to explore and recommend alternate plans for the most efficient use of public school facilities and to reduce the need for capital expenditure during the next five years. The recommendations were expected to maintain the present level of instruction and where feasible provide an opportunity for the improvement of the educational program while still effecting economies.

Two use strategies became apparent as the study progressed—the extended school day and the extended school year.

The extension of the school day (ten-hour day) has the potential of becoming operational in a short period of time since no major curriculum revision or restructuring is required, and it does not require large increases in the operating costs of schools. The extended day plan increases the capacity of a school facility by approximately 75 percent by dividing the school's enrollment into two equal groups and dividing the day into two equal five-hour sessions. Each student is assigned five subjects but may elect to extend his regular day and take an additional subject. In the 1970-71 school year, 23 Dade County secondary schools adopted the ten-hour day plan. The number of schools operating on the ten-hour day increased to 30 during the 1971-72 school year and to 32 in the 1972-73 school year.

The extension of the school year was considered to be a far more complex strategy to undertake and the long-term benefits could not be accurately projected. The study reviewed seven extended school year plans, all of which were considered as being impractical for Dade County. The experiences of other school systems would indicate that the following criteria need to be considered prior to the development of an extended school year.

1. The extended school year design that produces the greatest plant utilization benefit requires the greatest adjustment in living patterns and have proved least acceptable to communities at large.
2. Extended school year designs that require specific vacation periods are not as acceptable to communities as are those extended school year programs that are voluntary in nature.

3. Extended school year designs that demand a radical departure from existing school calendars are not accepted by communities as well as those extended school year plans that require only slight calendar changes.
4. The extended school year plan that increases the students' options of course selection, attendance sessions, and vacation options is more acceptable to students and patrons than a plan which maintains present restrictions in the areas of curriculum, attendance, and vacation periods.

On the basis of the above criteria, the quinmester plan was developed by the Division of Instruction and recommended to the Dade County School Board as a pilot project in selected secondary schools.

The quinmester extended school year was developed around a calendar that divides the school year into five 45-day or nine-week sessions and students must attend four of the five quinmesters. The student has the option of attending all five sessions and accelerating his graduation from high school or electing a vacation quinmester other than the summer. Each fifth quinmester attended by the student could possibly accelerate his graduation from high school 45 days although the fifth quinmester may be used by pupils for enrichment and remedial experiences and not for an accelerated graduation.

This extended school year does not radically affect the present operational calendar or the schools, but provides the community with the option of an extended school year program while maintaining the present calendar for those people in the community who prefer the traditional 180-day year. The quinmester program is different from the present summer program in that the summer quinmester is an extension of the four other terms of the school year and is not primarily a vehicle for remediation or enrichment. Although these types of programs will be available in quinmester schools, the extended school year plan makes available regular school offerings throughout the calendar year. The motivated student could accelerate under this plan while others could more easily repeat grades failed. (Gifted and motivated students could complete six years of secondary school in five years by attending four summer quinmesters between grades seven and 11, while less gifted pupils who did fail grades could get their secondary school education in the present normal six-year period.) The voluntary features of this plan permit those who wish to attend a full year to do so and those who strongly object to being in school for an elongated period to attend only the regular 180 days.

The quinmester system has the potential to increase the capacity of schools by 25 percent. A school having a capacity of 2,000 pupils could enroll 2,500, and because of the staggered attendance periods have 2,000 in attendance during any given quinmester. Increased plant capacity could be achieved also through the acceleration procedures which are possible with this plan. The fact that the

fifth quinmester coincides closely with the Dade County base plan for summer school operation is likely to make attendance in summer school for acceleration purposes more appealing. To achieve the maximum benefit from this plan relative to plant utilization, four-fifths of the total secondary school population would need to be in attendance each quinmester.

This maximum benefit indicated above could be achieved only by mandating pupil attendance and vacation periods. The quinmester extended school year design, as presently being planned in the Dade County public schools, does not anticipate this mandatory procedure.

The prevailing patterns of family and community living and working, although presently undergoing change, militate against the acceptance of any extended school year that assigns students to specific attendance sessions for plant utilization purposes. It is anticipated that as community mores and habits change, the number of families that vacation at a time other than the summer will increase, and more students will attend the quinmester program that affords them the same academic opportunities that are available in the regular school year.

The present pupil capacity deficit in the Dade County public schools makes it impractical to consider the quinmester extended school year program as a replacement for the 10-hour day plan. The 75 percent pupil capacity increase available with the 10-hour day plan could not possibly be matched by the voluntary quinmester extended school year plan. The operation of the 10-hour day or any extended school year program is, however, compatible with the quinmester extended school year program; and schools can be expected to operate both plans simultaneously.

The strategy of the quinmester extended school year provides significant implications for curriculum improvement. The revisions necessary to launch this program of instruction enhance the opportunities for the schools to further stimulate each student through a study directed toward his interests, capabilities, and needs.

A program of nine-week, nongraded, nonsequential courses of instruction has been developed in each subject area. There is a broad range of courses, from the remedial to the highly sophisticated, making possible the development of a program unique to each student. This type of curriculum structure provides each student with the opportunity to individualize his program by selecting from a large number of quinmester courses the subjects which will be of greatest interest and meaning to him while complying with the state accreditation standards and school board requirements.

The Division of Instruction provided leadership and support to approximately 1,100 Dade County educators representing all work levels who developed the quinmester curriculum. Subject area advisory committees were established to develop course titles and descriptions for each course of instruc-

tion to be developed and to recommend guidelines for the proposed curriculum structure. Subject area consultants and teachers on special assignment conferred on the interdisciplinary aspect of many of the courses to make it possible for a student taking a course in one subject to be granted credit in another area when there was an interrelationship of concepts.

The titles and descriptions of 1,300 course offerings were reviewed by the Division of Instruction staff and, after approval by the administrative cabinet and the school board, represent the authorized courses of study for the Dade County public schools.

Each school participating in the pilot quinmester plan has been asked to identify the courses of instruction which are appropriate for its students. It is intended in the future that each school will select those courses from the master catalog of authorized courses which best suits its needs, therefore offering courses unique to its own population. It is not expected that every school offer every course.

At this phase of quinmester curriculum development, it is anticipated that approximately 1,100 courses of study will be available to the pilot schools at the start of the 1973-74 school year. It is projected that by the summer of 1974, all courses listed in the master catalog will be available to any school interested in the curriculum.

Since curriculum development is a continuing process, the teachers and the professionals will take part in the continuous reviewing, evaluating, and rewriting of the courses of instruction. Consultants, teachers, and administrative personnel will participate in the revision and updating.

The quinmester program was begun in five secondary schools during the 1971 summer session. Seven schools operated during 1971-72. Nineteen schools operated during the summer of 1972; and present plans are to operate 21 schools, and for the first time, seven elementary schools during the summer of 1973.

The Dade County School Board in April 1973 approved the expansion of the secondary school quinmester program to any junior or senior high school that indicated its readiness to adopt it. The increased number of secondary schools operating on the plan will enable the area superintendents to vary each year the school that will operate during the first (summer) quinmester.

Continued efforts are being planned by the Division of Instruction, area office, and individual schools to redesign and restructure the elementary curriculum to facilitate the widespread adoption of the quinmester program at the elementary level.

The Dade County quinmester program has been largely developed with local funds. The State Department of Education did support development in 1970-71 with a $240,000 grant. Since that time $676,000 has been designated by the school board.

State financial support has been generated by the increased average daily attendance resulting from summer quinmester attendance. The state has also partially supported the local district with start-up funds for those schools that started the program for the first time during the summer. This funding was provided since the average daily attendance funds generated by the summer program are not allocated to the district until after the summer work has been completed, therefore making it necessary to commit limited available funds to a summer program that would be partially reimbursed in the ensuing year.

The state contributed $382,625 in 1971-72, and $382,625 in 1972-73 for initial costs. A request has been submitted to the State Department of Education for $600,000 for funds for the new school operating during the summer of 1973.

A FEASIBILITY STUDY OF THE 45-15 YEAR-ROUND SCHOOL AT THE SECONDARY LEVEL

Glen R. Houde

The Elk Grove Unified School District of 11,000 students is south of Sacramento, California, covering 320 square miles stretching from the city limits to the county border. The district includes 13 elementary schools ranging from 58 to 950 students, one special school for the trainable mentally retarded, two junior high schools, one comprehensive senior high school, and one continuation high school. The northern section of the district is primarily suburban with a wide cross section of socio-economic groups. The southern two-thirds is primarily rural but does include Elk Grove with a population of about 3,500 people. Nearly 60 percent of our student population lives in the northern quarter.

The district is characterized by a very low general purpose tax rate, and our taxable wealth is at about the median of California school districts of similar size. Our total current expense of education per student was $741 in 1971-72, while the median of the 15 districts closest to Elk Grove in size was $835 per student. Our total assessed valuation per unit of ADA is $9,262 compared with the median of $10,783. Our maximum general purpose tax rate of $2.27 is the lowest tax rate of the comparison districts with $3.43 as the median. On the other hand, Elk Grove's tax rate for permissive overrides is the highest of the comparison districts at $2.22, while the median is $1.27. Our tax rate for servicing our building debt is 93 cents, second highest of the comparison districts against a median of 52 cents. Adding the basic tax rate to the permissive override rate yields a total tax rate of $5.42 for Elk Grove, 10 cents below the median district which levies $5.52. Elk Grove received $353 per student in state income, $10 per student higher than the median of comparison districts. On the other hand, our income from local taxes is $338 per student compared with a median of $420. The district has operated for the last two years with no beginning or ending balance compared with a beginning balance of $80 per student at the median of comparison districts and an ending balance of $52 per student. Our classroom teachers' salary schedule is comparable to the median of comparison districts; but to maintain competitive salaries, Elk Grove has been forced to maintain high student-teacher ratios. The consequence has been that we are spending $394 per student for classroom teachers' salaries,

while the median for the comparison districts is $483. Only 53 percent of our total budget goes to teachers' salaries, while the median is approximately 58 percent. It should be clear that the district must be considered relatively poor.

The district experienced a very high rate of expansion in the mid-1960's which brought about a flurry of school building activity. However, the growth rate has slowed substantially and has become relatively stable. As California experienced a recession in 1969 and 1970, growth in the district slowed even more and no new buildings were planned or constructed. As the economic slump corrected itself and new housing starts began to increase again, the district began to plan, on a long-range basis, for new schools.

About three years ago, the school board expressed an interest in studying year-round school as a possible move which would lead to better use of existing facilities and perhaps long-term savings in construction costs. A citizens' committee was established by the board of education to examine year-round school projects and worked for about a year and a half studying all varieties of year-round school programs, including the 45-15 model developed by the Valley View School District in Romeoville, Illinois. At the conclusion of the study, the committee recommended that the board direct its attention to a full-scale examination of the 45-15 model for year-round school. It was the committee's conclusion that of the models, the 45-15 appeared to be the most viable and, if feasible for Elk Grove, to create the fewest negative consequences. Acting on the committee's recommendation, the board directed an in-depth study. The district made an attempt to get legislative assistance in developing a small research project; and while the legislators contacted were interested, they were unable to fund any project. Their interest, however, and their communication of that interest to the Superintendent of Public Instruction in California, resulted in correspondence from the State Superintendent's Office encouraging the district to write and submit a Title III, ESEA, proposal for an innovative demonstration program. That federal project was submitted for review and approval in April 1972. The proposal was approved with minor alterations, and in June 1972 the search for a project director was launched. A number of candidates were considered and Dr. Robert Williams was employed as project director in July.

The Elk Grove Unified School District now has a single high school designed to house 1,565 students—exclusive of physical education—and is now housing 2,000. While portable classrooms have been placed on the site, the consequence of the overload has been to reduce substantially student access to curricula which require special facilities—science, homemaking, industrial arts, business education, art, and foreign language. Furthermore, as is true for the entire state, population projections indicate that growth will continue at the secondary level for several years. This will continue to reduce the educational options available to students.

The purpose of the Title III-funded project is to develop a year-round school plan for the Elk Grove Unified School District based on the 45-15 model. The project will include the redesign of the existing curricula into 45-day, self-contained units and the planning and development of several 15-day mini-courses tailored to the individual abilities and/or disabilities of the students. Each student will be enrolled in four 45-day quarters separated by 15-day vacation periods. By staggering the beginning dates for each quarter of the high school by 15 days, the capacity of the facility and the availability of curricular options to students will immediately be increased by approximately 25 percent. A chemistry laboratory, for example, which now serves 162 students will provide for 216 students without increasing class size. The 15-day mini-courses scheduled during the vacation periods will provide students with a significant increase in opportunities to pursue individual talents and interests or to "shore up" deficiencies. Student enrollment in such programs will be considered the equivalent of summer school, and the teachers involved will be compensated at the summer school rates.

A secondary outcome of the program will be a substantial increase in options for teachers. Like students, teachers will typically be involved in the regular curriculum for four 45-day quarters interspersed with 15-day vacations. In this way, one-fourth of the staff will be available year round for short-time, inservice workshops for instructional improvement, curriculum development, and/or instruction of mini-courses. For those teachers who need to pursue college or university programs, the four teaching quarters can be grouped to allow for teacher enrollment in full-time college work. Finally, a few teachers who elect to do so will be able to teach five full quarters and earn 25 percent more salary in a year.

If Elk Grove can demonstrate the utility of the 45-15 day program at the senior high school level in providing increased curricular flexibility for students; increased options for teachers in training, career planning, and earning capacity; and if this can reduce long-term capital costs of construction without significantly increasing operating costs, the program could provide a model for the state.

It was originally intended that the 45-15 year-round model would be accomplished in three phases. The first phase was aimed at determining the feasibility of applying the model to a senior high school curriculum and schedule. It involved an historical study to identify typical curricular "paths" traveled by groups of students with certain personal and educational characteristics and the development from this data of a computer model which would divide the curriculum into four calendar tracks and assign students to the tracks. The final step in this phase was to have been the testing of the computer program on typical student and teacher groups selected from the historical data bank. How-

ever, the scope of Phase I has been enlarged so that the definition of feasibility now includes:

1. A computer scheduling model which will provide increased student access to a substantially differentiated curricula. In order to be determined feasible, the program should be at least 90 percent conflict-free in terms of teacher and student preferences.
2. An economic analysis comparing per student costs under the traditional school year, the 45-15 program, and other alternatives such as double sessions and extended day. The 45-15 will be determined not feasible if operational costs (as distinguished from long-term capital costs) are significantly greater.
3. A district-wide survey of teacher, student, and community attitudes. The plan will be determined not feasible if survey results indicate clear majority opposition.

If Phase I is successful, Phase II will be launched and will include redesigning existing course structures into 45-day, self-contained units and the planning and development of a number of 15-day mini courses in content and guidance areas; identifying and carrying out the required teacher preparation program; and developing a master schedule and orienting students, parents, and teachers to the schedule. The third phase would place the program in operation in the Elk Grove Senior High School and carry out the necessary evaluation.

The Elk Grove Unified School District has contracted with Stanford Research Institute to develop the computer model with the assistance of the McClellan Air Force Base Computer Center. The district has also contracted with Aides West, Inc., to conduct the economic feasibility study. The three major aspects of Phase I were to be completed by June 1973; Phase II is to be completed by January 31, 1974; and Phase III can then be carried out during the remainder of the 1973-74 school year and succeeding years. The beginning of the 45-15 plan will depend upon the final results of the study and the board's decision.

The original year-round school study committee was established in 1970. After studying various plans, its recommendation, accepted by the board, was to conduct an in-depth study during the 1972-73 school year of the 45-15 plan. At this time a new citizens committee was established (which included a few of the original committee) called the Citizens Advisory Executive Committee.

As the year-round school subcommittee became more involved with the study, more concerned with understanding and interpreting the ramifications of the year-round plan, and as community opposition began to crystallize, the panel came to the opinion that it could not make any recommendation relative to the 45-15 plan without studying other alternatives. But the subcommittee's

charge was the 45-15 plan, and the project director had been employed specifically to conduct the feasibility study of that plan. More important, both the subcommittee and project director realized that neither had the time available before the report was due to the board to study more than the 45-15 plan if the study was to be thorough.

Opinions in the district became polarized, and a second subcommittee was selected to study other alternatives to the over-crowded situation in addition to the 45-15 plan.

The initial need with any citizens committee is to overcome the usual "my mind is made up; don't confuse me with the facts" attitude, and Elk Grove is as normal as any other community. The most difficult job plaguing the study was that of convincing the community and the faculty that the study was, in fact, a feasibility study and not merely "window dressing" for a decision already made by the administration and by the school and by the school board. Some committee members felt that any committee was simply to be a "rubber stamp" for a foregone conclusion. In reality this was never the intent.

It is understandable, however, how such a conviction can come about in any study, and perhaps more with a feasibility study because it is impossible to talk about whether something will work without exploring how it would work. This leads to the continual accusation/denial syndrome that the study is really concerned with implementation and not feasibility. An added stress is the difficulty for the director to maintain a neutral position necessary to a researcher when he must continually be put in the position of having to point out the positive aspects of the 45-15 plan in response to the overwhelming negatives that audiences point out. This situation becomes less difficult as proponents begin to emerge in the community, but it is a prolonged deterrent because often the director must answer a direct question with "I do not know the answer yet for us; I can only tell you how it was handled elsewhere." This is interpreted by audiences frequently as a "dodge"; or mark of incompetency.

Involvement is synonomous with communication and participation. Public relations efforts are a full-time job in themselves. For communication to be effective (if not always successful in opening deaf ears) Elk Grove used all the usual avenues—many releases for the local press, intra-district memos, project bulletins in the form of questions and answers, presentations to service clubs, parent groups, and staff meetings along with a couple of not-so-usual avenues: a visitation to Romeoville, Illinois, by 19 representatives of the faculty and community. This group in turn wrote its evaluations predicated on questions in their respective fields. (The questions had been prepared by members of both committees prior to the trip. The students suggested the questions which were taken to Romeoville by the high school principal who brought answers of Romeoville students back with him.) The citizens subcommittee invited the faculty representatives to present their conclusions after the Romeoville trip

(the faculty had already had their own panel discussion of the trip) and the project director provided copies of evaluations in compilation format. Another technique of communication was the preparation of a notebook of study information which was placed in all schools and public libraries for public reference.

Despite these various efforts, opposition continued to grow. Elk Grove is a part farm, part suburban district. The agricultural segment resented the loss of family labor during the traditional three-month period, and some of the nonfarming residents continued to push for a new high school in their area.

The main arguments propounded by the opposition stated that we were proceeding too rapidly in the study (the year-round school plan had been under study for two years); we were emphasizing advantages and minimizing the disadvantages; family vacation patterns were being ignored; and the decision should not be made by the board but by the voters in a general election.

In response, the opposition group was invited to join the subcommittee. While the opposition has not changed its views about the 45-15 plan, they are at least assured that the study is bona fide and objective. As a result their campaign has become quieter.

It has been the position of the project director that primary importance must be given to maintenance of an objective approach. There are admittedly some disadvantages to the 45-15 as with anything else; it is not a panacea. The building of a second high school is inevitable for Elk Grove, but the overcrowded situation demands immediate solution. Of the alternatives available, the 45-15 plan may very well offer the most advantages and the least disadvantages as an interim solution.

It is difficult to make too much of the educational advantages of the 45-15 plan since definitive research on student achievement is not yet available, especially for the high school grades. However, the 45-15 plan can relieve overcrowdedness and maintain access to specialized facilities such as laboratory, shop, and library. The major problem in the 45-15, once scheduling of classes can be computerized, would seem to be the adjustment to a change of life style.

Ultimately, we must decide which set of problems we can live with and incur the least loss. Is the 45-15 a better choice than double sessions, for example, with respect to: cost, loss of educational choices, length of school day, use of facilities, personnel, buses, etc.?

The second biggest public relations job for Elk Grove was that of making the public aware that the status quo could not be maintained and that building a new school requires an average of two and one-half years.

It was not only the public that needed to be convinced of the need to change. The staff of the high school also required special information, direction, and involvement. The first step was the formation of a faculty study committee composed of about a dozen members representing all major subject areas.

Initial reaction of the faculty was one of suspicion (the decision has already

been made) and fear of the unknown (what will this do to my teaching environment, my kinship with my students, etc.) Winning faculty confidence became the third major thrust of the public relations program (remember, however, all three had to be carried on simultaneously by one project director who in the beginning was the only one with the information required by all.) The faculty was not convinced that any group of administrators would seek teacher opinion except as tokenism. Again, the director found it necessary to repeat many times that the decision to implement the 45-15 plan was not a *fait accompli*. The director found it necessary to demonstrate his sincerity in seeking the faculty's participation, indicate his willingness to maintain objectivity and see both sides of the question; and establish his credibility by being honest about disadvantages and about the lack of all facts necessary to answer all questions and concerns. Being an outsider, not a part of the established administration, was a distinct advantage; and his 15 years experience as a classroom teacher helped enable the staff to relate to the director.

Once a working relationship was attained, the teachers participated in a course inventory which was needed for 45-15 scheduling experimentation. The project director provided the necessary written guidelines and answer sheets, leaving some details for the teachers to suggest if they so desired. The questions to be answered were these:

1. What courses could be combined, if necessary?
2. Which courses could be taught in 45-day and 15-day segments?
3. What course sequences had to be considered?
4. To what extent did the teachers feel the course could or could not be individualized to allow for student entry at different levels of progress?

The Romeoville visit was a result of the representatives from Romeoville visiting Elk Grove. The teachers' evaluations later indicated that the trip to Romeoville allayed some of their fears and helped them to realize that some of their doubts were not really problems at all. In a way, it might be said that the trip took the mystery out of the 45-15 approach.

In late spring a visit is planned to the La Presa Junior High School in La Mesa, California. It is anticipated that this will allow the committee representatives to get a feeling of teacher and community attitudes in a California situation. It is anticipated also that their fears may be eased by seeing how well somebody else has done with this 45-15 program.

About the time the faculty committee developed a more open-minded attitude, members assured the project director they had not yet "sold out." Ironically, the rest of the faculty became suspicious and hostile toward the study committee. The final cementing of the working relationship and a mutually trusting attitude between the faculty committee and the project director occurred

just about Christmas as a direct result of the committee's experience with unfounded suspicion and hostility directed toward them by their colleagues.

The disadvantage of having no final answers, of the delay in the computer model for the program scheduling, and of the unknown facts of cost analysis created many questions, fears, and distrust. Working through the faculty senate, the project director, principal, and faculty study committee ultimately were able to encourage patience and an open mind while awaiting final study results. Further, the faculty was given the opportunity of expressing their views in an informal poll. These views, based on information to date, were predominately negative.

The non-committee faculty accusations stepped up the committee's communication program and regularly scheduled progress reports were provided. The statement, "I don't know, yet," was not acceptable to the faculty. They insisted upon reassurance that they were not being "sold out." Yet anything more than, "I don't know the answer for us, yet," would have been less than truthful and certainly would have left the committee and the director open to criticism.

This seems to prove the theory that the best way to accomplish persuasion is by involving people; the more they know about a thing (or a particular position) the more likely they are to accept it. Certainly, the faculty study committee learned about suspicion and misinterpretation of the best of communications and intentions.

A fourth stage of the public relations effort (which is a short way of saying the effort to reach as many people with as much information as possible) was the two days spent by the project director and the high school principal addressing each physical education class. Most of the negativism on the part of students was centered around vacations and feared loss of jobs. Some students who admitted that there might be educational advantages to the 45-15 still insisted that they did not want to change.

The students had formed an opposition group, sponsored by a faculty member, called SPATS (Students for the Preservation of the American Traditional School). A petition was circulated against the plan, but the student body officers persuaded the group to hold off a demonstration until they had listened to the project director and had an opportunity to question him directly. Presumably, these efforts worked since there was no demonstration.

Another effort to directly reach students on a special basis was in response to a junior high teacher who was concerned about the negative attitudes of his students. (The junior high students felt that if the 45-15 plan were accepted for the high school, they, too, would be involved sooner or later.) After talking with these junior high students and answering their questions, the director received letters from them saying that his talk had helped them to understand and to change their minds in some cases.

Although community and staff involvement and public relations have taken most of our time and energy, the most crucial part of our study was actually the development of a computer scheduling model that would assign students to tracks and schedule the program. Stanford Research Institute contracted to develop a scheduling model, and we were fortunate to have McClellan Air Force Base in Sacramento volunteer programming and computer services.

Another part of our study has been that of providing an economic analysis of the 45-15 plan. A Palo Alto firm, Aides West, Inc., contracted to do a study comparing the projected cost of 45-15 as compared with the cost of the traditional program, double sessions, extended day, and additional portables. These results will undoubtedly play a major role in the board's decision, because it is doubtful if they would consider the 45-15 plan if it were to cost significantly more to operate—even if long-term capital savings could be realized.

Of course, the cost factor is only one of several that must be considered. Also to be weighed in the balance is the adequacy of the scheduling model for a high school curriculum as well as community and staff acceptance of the 45-15 plan. In the final analysis, it is hoped that the alternative selected will offer the most advantages and the least disadvantages.

THE YEAR-ROUND SCHOOL ENHANCES EDUCATIONAL PROGRAM

Johannes I. Olsen

The "Multiple Access Curriculum and Calendar" is first and foremost an educational plan. The term "multiple access" simply means that learning programs and experiences are available to students at several times during the school year. The ultimate goal is "open access" so that the student will be able to select his starting times and dates of attendance. The multiple access calendar does not abolish the traditional school year for those who like that calendar best but does provide the flexibility for students and their families to elect other school attendance and vacation times.

The present year-round calendar was established after a community controversy over a 45-15 plan and as a result of considerable study over several months by a large number of community residents, students, faculty, board members, and administrators.

The result of these community committees was a very excellent and extensive report to the board. The following is a condensation of the goals for the school recommended by the committees:

1. Restructuring the curriculum, placing increasing responsibility on the learner and utilizing the community as a laboratory for learning.
2. Expanding the core facility, Champlain Valley Union, to assist the progress of contemporary learning needs.
3. Promoting options which have objectives. Some examples would be these:
   a. 3-year graduation
   b. DUO (Do Unto Others)
   c. Independent Study
   d. Year-round operation
   e. Alternative staffing or free school within the system
   f. Differential staffing insuring maximum teacher talent
   g. Individualized instruction
4. Providing a quality education for each student which would assure him of the following:
   - an understanding of himself and his relation to society as a human being

- an understanding of all peoples of the earth, their cultures, ethnic background, social structure
- a mastery of the basic skills in use of words and numbers
- a positive attitude toward learning
- the development of responsible citizenship
- the ability to maintain physical and emotional health
- the encouragement to be creative and inventive (we must stop rewarding the analytical mind alone)
- the ability to create social and physical environments capable of sustaining and promoting productive human life
- the understanding and appreciation of human achievement in the natural sciences, social sciences, humanities and arts
- the preparation for a world of rapid change and unforeseeable demands

Certain themes, ideas, and proposals were evident and recurring in the reports of the community committees and in the recommendations of the faculty, students, and administration:

1. Need for options in programs, time schedule, teacher contracts, and calendar.
2. Need for flexibility in providing these options.
3. Need to provide adequate core facilities in learning resources, industrial arts, physical education, student commons, and other areas.
4. The student and his needs must be the first consideration in any recommendation to be acted on.
5. Further development of present program goals is desirable and encouraged.
6. The traditional school year must be included in the provisions offered for options and flexibility.
7. Need for better community understanding of school programs, curriculum, instructional methods, and operation ("community" includes students).
8. Need to continue and expand active involvement of all segments of community in the affairs of the school district.

From the report of the community committees:

> How we educate our young people is of profound importance for they are caught in a social revolution, and we desperately need their help if we are to reinvent the social order without risking self-destruction. So, our programs which will expand human potential and lead to productive adult lives without relying completely on one isolated physical plant or structure to do it all. And again:

> We must strive to keep this school and individual working together. The student as an individual is the life and energy and curiosity and potential who seeks support and guidance in the process of learning. Our teaching, then, should be directed toward helping the individual understand himself as a human being. We should teach a student how to teach himself for knowing how to learn is one of the few *durable* skills we need. This school should foster the growth of individuality in the student giving him strength to lead an independent life in an increasingly complex world. We must give each student positive ways to combine his own special talents with the needs of the times. We must enable students to invent their own institutions to pursue their work because those we have to offer are, in part, out of date.
>
> Our school and the world we are making could be considered joint partners in a combined effort to give an individual direction and provide him with whatever skills or knowledge will be helpful in his making wise choices and the equipment to pursue them.

We first looked into the 45-15 concept because of a space problem—about 1,000 students in grades 9-12 housed in a facility built for 750. (The four feeder elementary schools—each, as us, autonomous school districts—had completed building expansions and therefore showed little interest in the concept.)

It was soon evident that the major impacts of 45-15 were in several areas. As our brochures stated: What will 45-15 do for CVU, its students, and the community? 45-15 will. . . .

Immediately remove one quarter of the students from the school around the year.

When the addition is planned and built at CVU, it can be done for 1200 but still serve 1600.

Give flexibility never before possible for student progress and times of attendance where individual circumstances dictate.

Make course choices occur more often.

Make use of more "good weather" months to broaden the whole educational experience . . . field trips, outdoor learning experiences.

Give the "lost" student a better opportunity . . . a student in difficulties with a subject can begin again in a following group . . . the student who has been ill can join in again in a following group.

Make use of our natural facilities for waterfront programs . . . a plus for safety as well as athletics.

Open up possibilities for round-the-year job training for many students.

Expand "good weather" athletics—baseball, track, tennis.

Make opportunities for students to work in seasonal jobs never before open to them at times when there will not be a flood of college students and teachers also looking for work . . . motel openings and closings, apple picking, ski trail work, ski instruction, year maintenance, department store sales, golf course maintenance, and more.

When mandated, 45-15 was determined to be an unacceptable solution; the "Multiple-Access Curriculum and Calendar," a voluntary 45-15, was adopted. This calendar has the 16 nine-week quarters, a new quarter beginning about every three weeks, as in 45-15. Students may elect to attend any four quarters (or five, if they wish to accelerate), provided the quarters don't overlap.

While the efficiency of mandated 45-15 will be achieved only by chance, most of its benefits—and some new desirable characteristics—are readily attainable. Even such matters as scheduling, probably viewed initially as a nightmare, actually are quite simple operations when the planning and systems are good. All in all, then, it is an operation designed to give maximum flexibility to program and individual student needs.

John Gardner has written that "Education is inevitably an attempt to shape the future." The schools share with the home and other institutions the awesome responsibility for education.

Our primary purpose as a public school is to prepare students for the full responsibilities of American citizenship and to guide them to the threshold of that experience. This means that a high school education should involve much more than just preparation for college or a job. We believe that the process of education must concern itself with the development of individuals. The opportunities for fulfillment of individual promise rely in large measure on the extent to which the student is able to define his goals, act responsibly, and make sound judgements. The talents of each student need to be sought out and developed to the fullest; each weakness should be studied and, so far as possible, corrected.

Many in our community comment that our curriculum booklet seems more like a university catalog. Some wonder if the school, in its pursuit of relevance, has eliminated much of what was considered basic learning. Such comments emphasize the need for understanding the shifting priorities in education and the changes in our responsibilities and functions. For example, the classics of literature which were the standards of language arts instruction have not diminished in value. Yet the knowledge explosion which is upon us, which now doubles the amount of useful knowledge within a decade, has required a broader scope of offerings and a shifting of priorities so that all periods of literature receive somewhat equal emphasis—including the contemporary.

Other changes have occurred. The increased availability, scope, and influence of such media as film and television have also caused a shifting of priorities so that all media (including literature) receive the emphasis necessary

to give our students the ability to appreciate, understand, and react intelligently to them.

Very often, too, the school tended to promote the segregation of students with different social and educational abilities and aspirations, not intentionally, but by the nature of the course offerings. Because the school's goals include preparation for involved citizenship, it seems very desirable to minimize such differences and to encourage students to communicate well and effectively with others of different abilities and aspirations.

The curricular program places great emphasis on both academic and non-academic challenges but on an individual, rather than on a mass, basis. This is the major difference between present and past practice. There are more than enough students at all levels of ability to sustain the competitive spirit within classrooms. If anything has changed, it is that the opportunities to compete have been increased. Also, that the opportunities to "know thyself" have been increased. Where a course is offered for students of a particular range of abilities, the course is planned for those students. The course is not just a milder dose of the high academic program.

In the past, there were usually only year-long courses offered—English 9, for example. All ninth-grade students elected English 9. Students with different academic abilities were sorted into separate classes. The content for each lower ability level was watered down just a little more than the last. Most, if not all, classes were based on the college-preparatory curriculum.

In year-long courses, such as English 9, one teacher taught the class for the whole year. This implied that the teacher was highly proficient in all of the areas studied: literature, composition, reading skills, speech, etc. More often than not, the teacher's background and interests were in one or two of these areas only.

When courses of varying lengths—whether three, six, nine or eighteen—are offered in place of year-long courses, teachers can be used more effectively—and to their greater satisfaction—by concentrating the teachers' instruction in the areas of their greatest interest and competence. The same benefits can be enjoyed by students whose interests likewise are varied.

It is important to state here that the curricular options are not wide open. In the language arts, for example, all 9th- and 10th-grade students are required to elect "Writing Workshop"; the "Developmental Reading" course is required of those students needing this instruction; a minimum number of units must be elected in the areas of writing and literature.

Courses of varying lengths do not increase the costs of instruction. They require the same number of class sections and teachers as year-long courses, but no more. It probably seems more expensive because it takes more courses (and their descriptions) to equal one year-long course. There is another very important reason for offering courses of varying lengths. This is that courses should,

and now can be, designed with specific behavioral objectives in mind. That is to say, courses can now be based on what it is we want the student to learn, achieve, and/or experience, not simply on the amount of time available. For different students, this may be a matter of weeks, months, or years.

The teacher's role is critical and vital. The teacher is available to the student as needed by the student. The teacher's role also involves prodding, if the student isn't moving as quickly or achieving as well as expected; braking, if the student seems to need to go slower; anticipating potential difficulties for each student, and the like. There are ordinarily no teacher-to-the-whole-classroom presentations. Because of its individual nature, a student can begin the course at any time during the year. By the same token, absence for sickness or a vacation is no problem since the student will miss no class presentations. When he returns, he simply does the necessary review—depending on the length of his absence—and picks up where he stopped working before the absence.

Group presentations are useful in many classroom situations; but when better learning is possible by creating individual learning situations, then such should be employed. One instance is the open laboratory concept in science. Rather than a class, by-the-numbers, approach to science experiments by students, we let students schedule themselves for laboratory experiences. Some students will finish more quickly than others; some, in order to learn better, will repeat experiments. Absent students aren't deprived of that particular experience. In terms of facilities' utilization, science labs are available all day for laboratory experiences. Science classes can meet in regular classrooms for the most part, and fewer science laboratory facilities are needed.

The independent-study concept provides opportunities for students to meet course objectives in different ways as well as to create unique courses or special curriculums for particular individuals. This is often done for students confined to bed during a lengthy illness. Another instance may be one novel substituted for another novel being studied by a literature class. The substitution may occur because the student wants, but cannot be scheduled for, a particular course; or the substitution may occur because of the student's or his family's objections to the novel being studied in class. The substitution may occur because the student is already very familiar with the novel or because the student's background, experience, previous study, or special abilities suggest a better learning experience if a part of, or the whole course, is accomplished independently of a class situation. Independent study is often an individual situation but can be a group situation as well. Independent study programs, as well as others, operate best as student-faculty contracts in which the student contracts with the teacher/advisor to accomplish the stated objectives. Explicity stated should be the logical consequences of matters such as the student's learning or lack of learning and effort or lack of effort.

ISDA (Individual Student-Directed Activities) is that aspect of the school

program which has given students the responsibility to decide for themselves what they will do during not-in-class time. ISDA offers opportunities to use unscheduled time in a variety of ways and under limited supervision:

- take a break
- become involved in work-experience programs
- attend films and lectures
- audit classes
- consult with guidance counselors
- toss a football around on one of the fields
- work on independent research
- elect a DUO project
- study in small groups
- just sit around and chat
- help others by offering to tutor
- assist in Head Start or help out in the elementary schools
- go to one of the department resource centers
- work in the art room, shops, science labs, and music rooms (A student does not have to be in a course to use the facilities.)
- eat breakfast and lunch
- have conferences with teachers
- join one of the service organizations
- work out in the gym
- enjoy the out-of-doors, except by classroom areas
- participate in mini courses and club activities

With the exception of freshmen, who are initially assigned to study areas, and students who are found unable to handle the responsibility, the entire student body is involved in the ISDA program. The program provides the student with the opportunity to experience the considerable freedom that he has after high school graduation but at a time when the home and school can still exert considerable influence in its use. We would rather have the initial failures and crises occur now, than in college or on the job. We would rather have them occur now when the results will be less disastrous and the problems more easily remedied. Both the personal and school problems of students are much more noticeable in a program such as ISDA, which also gives us the opportunity to be more aware of the problems and to work more closely with the students and family in solving them.

During the 1969-70 school year, the regular curricular program was set aside for a week and replaced by a curriculum of more than 200 courses—both in and out of school—which was planned, determined, and executed by the students. We called this program SOPE (Student Organized Project in Education). As described in one of the informational bulletins sent to the community resi-

dents, "SOPE is a unique community experience that considers learning to be a 24-hour process and makes the entire community the school." SOPE was not intended to be an isolated week in the school year but is evolving into a program of continuing year-round learning opportunities in which alternative offerings and situations play a major role.

DUO (Do Unto Others) is one of the permanent ongoing programs which evolved from SOPE in which students have the opportunity to learn by utilizing the many and varied resources in the community. They may perform a service at the same time they learn new skills or share their talents and the learning they have acquired in school. They may teach in an elementary school, work in a social service agency such as the hospital, or they may learn a craft or a trade by apprenticing to a business or to a master craftsman. DUO projects are designed by the individual student to meet his special needs and interests, and, with the guidance of his parents and teachers and the resources provided by the Direction Center, the student may elect and schedule a full DUO program for a period of three, six, nine, or eighteen weeks; or he may elect a partial DUO program which allows him to plan a project in the morning or afternoon or on one day a week only. The Direction Center will help the student select an experience in conjunction with his regular in-school program. Academic credit may be received, the number of credits being determined by the nature of the project and the time devoted by the student to the program as well as on the basis of evaluations of the project made by the student, the sponsoring agency, and by the DUO Coordinating Committee. The student plans his program and submits his application to a student-faculty committee. The application must be approved by his parents, teachers, the DUO agency in which the student will work, and by the Direction Center.

The Direction Center provides a variety of programs for the student. In addition, new programs can be created by the student, by the Direction Center, and by the Citizens' Advisory Committee—a group of parents and other interested citizens who serve as resources, plan new programs, visit DUO agencies, and generally share their own experiences with students.

About 300 students participated in DUO programs in 1971-72, more than 100 students as teacher assistants in the district elementary schools, kindergartens, and nursery schools and about 50 young people at the Medical Center. Seventeen students studied, did research, or worked at the University of Vermont. For a number of students CVU faculty developed new work-study programs in television and radio stations and in television and automobile repair agencies. Retail stores also provided experiences for students in sales and office work. Various apprenticeships in arts and crafts, theatre, and photography were developed. Several programs will be offered this summer and next fall on a full-time basis to students interested in learning how to operate a dairy farm. A number of related farming projects such as organic gardening, beekeeping, and

showing cattle will also be available. Several new programs designed to provide students with the opportunity to explore career interests have been planned by both school and community resources. A member of the DUO Citizens' Advisory Committee has developed a program, Introduction to Science and Engineering in Industry, a nine-week course offered in the mornings, in which a student will serve in nine or ten local industries for a week at a time, the group coming together on one morning each week for a seminar in which personnel in industry will participate. A Health Careers Course is planned and coordinated by the Visiting Nurse Association in collaboration with the DUO program.

Differentiated staffing is a fancy term meaning that we try to use all members of our staff in the most effective ways possible. The concept is also economically sound. (Our concept may be somewhat different from general use of the term.) We use professional faculty, for example, only for the professional functions for which they were employed. The primary functions are directing and supervising students' learning, providing and improving present instructional programs, and developing curriculum. We are concerned with professional load, not teaching load. Less skilled and lower salaried personnel are employed for those functions which they can perform as well as, or better than, professional teachers. Among the numerous examples of these functions are filing of student papers, typing tests, running off ditto masters, correcting true-false and multiple choice tests, supervising corridor and the cafeteria, and the like. Instructional and technical aides, often working directly with students, supervise open laboratories, media and department resource centers, and the like.

An important aspect of differentiated staffing is salaries. Included in the 1971-72 agreement is this statement: "It is the joint goal of the Board, Administration and Professional Staff to change the present method (present salary schedule concept) of compensating the professional staff to a method which will provide compensation on the basis of professional effectiveness." Among the proposed criteria are professional qualifications; authority and responsibility; tasks, duties, and job goals; and situational factors. Each of these four general categories are broken down to items, each with a value range. Each staff position will have a maximum value range or potential.

Alternative staffing, first, let me clarify the term alternative. It is not an attempt to replace teachers; rather, in much the same way that our DUO program might be called alternative education, we are working to add to and enhance learning opportunities for students. As in the case of differentiated staffing, which is an elementary form of alternative staffing, we are seeking to re-define the role of the teacher. Even more than that, we are looking to utilize all resources in different expanded roles. If the professional staff member is in fact a director of learning experiences, in contrast to the stand-up-in-front, chalk-and-talk teacher, then his traditional roles must be remodeled. Additional, probably non-professional, teachers will be utilized to help provide richer, more

meaningful learning experiences. Often this means new environments, too, and ultimately new definitions of such terms as course, program, school, the system, and the like. Most teachers are not prepared, philosophically or experientially, for assuming such new roles. We are now involved in alternative staffing program, funded by the New England Project in Teacher Education and Title III, ESEA. We hope to be able to establish and demonstrate some additional viable models of alternative staffing.

Report cards are issued at the end of each quarter or course. In addition, at any time during a course, interim reports are mailed to the parents when the teacher is especially pleased with the student's work or concerned that the student is not progressing well. We encourage student and parent conferences with the faculty throughout the year.

Our philosophy encompasses two goals: (1) to establish individual goals for each student in each course within the framework of the general course objectives; (2) to provide an accurate reporting of the student's skill achievement and other important matters.

If we expect that a student working at his full potential will achieve at a level different from others, our expectations for a class reflect this. These expectations may be defined as skills to be learned, the level of skill to be achieved, information retained, concepts understood, values learned, and the like. The expectations for a specific student are based on past performance, standardized testing results, other pertinent data, and professional judgment. In the case of continuous progress courses in which the skills to be learned, for example, are the same for all students, the expectations may be in terms of time needed. The extent to which a student lives up to the expectations for him is reflected in the effort-ability index, a scale ranging from 1 (lowest) to 5 (highest).

Whatever the reporting system, how can the grade be made to tell just what the student has learned? A, B, or C does not really say much about the number of words per minute that a student can type, whether a student studying French is equally proficient in conversation and reading, or which of the social studies course objectives are being met and how well.

Where we need to give a better indication of actual achievement, we provide additional information. In the case of typing, for example, we report on such matters as typing techniques, work habits, speed, accuracy, following directions, proofreading, erasing, completion of assignments, and types of problems completed this quarter. We feel that such a report provides more and better information than the traditional grade to the student, his parents, and prospective employers or colleges.

Our philosophy of grading does not lend itself to honor rolls or computation of rank in class. In practice, this has presented no problems for the school or been a handicap to our students.

THE LA MESA-SPRING VALLEY 45-15 PROGRAM

David D. Pascoe, Paul Radenheimer, and Roy Williams

The La Mesa-Spring Valley (California) School District is about to conclude its second year of operation on a modified 45-15 year-round schedule. Three of its 21 schools began year-round operation on July 6, 1971, with a fourth school added to the schedule in July 1972 (making a total of three elementary schools and one junior high which were teamed with an additional three elementaries and two junior highs). This report summarizes several characteristics of the program along with evaluative information gathered at the end of the first year of operation.

The La Mesa and Spring Valley areas lie east, and adjacent to, the City of San Diego, California. Together with several small unincorporated areas, they cover an area of 26.5 square miles and encompass a population estimated in excess of 75,000. The La Mesa-Spring Valley School District has a declining enrollment currently of 14,500 pupils (K-8) in 17 elementary and four junior high schools.

Although the total enrollment is declining, one area of the district outgrew the neighborhood school facilities. The localized growth brought about a housing problem with three reasonable solutions open to the school district:

1. Transport children from the more crowded schools to other schools within the district with available classroom spaces.
2. Revert to double sessions and shorten the instructional day for students.
3. Try year-round school.

In the spring of 1971, it was determined that by placing one junior high school and two elementary schools on the 45-15 plan, anticipated growth could be accommodated. The two remaining elementary schools in the same area could continue on a traditional calendar and be teamed with the year-round schools, thus providing an option to parents. The sister-school concept resulted in eight percent of the students choosing to attend the nine-month school, while 14 percent chose the reverse. In other words, more children chose the year-round calendar than the nine-month school. Eighty-eight percent elected to stay in their regular school of attendance regardless of the program.

The duration of the school year for children is not extended by the La Mesa-Spring Valley Plan. They attend 177 days, the same as children in La

Mesa-Spring Valley schools which are not on the plan. Their school year is simply distributed more broadly across the calendar year than is the case in traditionally organized schools. At any given time, three-fourths of the children are attending school while one-fourth are on vacation.

Classroom teachers at the elementary level in the plan are "tracked" with their pupils. That is, when the children go on vacation, the teacher also leaves. When they return for their next nine-week attendance period, they are assigned the same teacher but return to a different classroom. It is intended that teachers will remain with a group through four nine-week blocks which would be equivalent to a traditional school year. This general rule is subject to modification at the junior high school level where teachers and groups of children rotate more frequently, depending upon the nature of the course offering.

The three elementary schools operating a year-round school program are of the self-contained classroom variety. One is air conditioned; two are not. Each school serves from 750 to 850 pupils in grades kindergarten through six.

The Board of Education and the staff realized the importance of evaluating the effect of year-round education and initiated three district evaluation efforts. The three phases were year-round school attitudinal survey, collection of scholastic achievement data, and development of fiscal data.

Attitudinal Survey[1]

At the direction of the Board of Education, the superintendent sent letters to various organizations inviting them to appoint a representative to serve on a citizens advisory council. Twenty-four nominees responded representing local churches, PTA groups, park and recreation, welfare organizations, and others. The newly formed committee was to ". . . look at the year-round school and learn of the effect it has on students, parents, and community."

The committee sought and received the professional assistance of the California Teachers Association Research Bureau in its examination of year-round school. A questionnaire designed to elicit the opinions of students, parents, staff, and community members was developed and conducted in May 1972. The results of the questionnaire represent the feelings of nearly 2,800 people after one year's experience in year-round schools. These results were presented to the Board of Education in June 1972 in a 58-page report by the chairman of the Citizens Advisory Council for Year-Round School. Forty-six questions were asked with 21 statements common to more than one group surveyed. Examples of selected survey questions are as follows:

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[1] Excerpts from La Mesa-Spring Valley School District's *Year-Round School Attitudinal Survey* dated June 20, 1972.

Item	Group	Agree (%)	Disagree (%)
Students have achieved at least as well.	Teachers	96	4
Students like having a number of short vacation periods.	Teachers	98	2
	Students	79	21
	Parents	90	10
	Classified	100	—
	Community	85	15
This program should be expanded to other schools on an optional basis.	Teachers	97	3
	Parents	83	17
	Classified	81	19
Decrease of discipline problems in class.	Teachers	49	51
	Students	69	31
Teacher morale has improved in my school (teachers seem happier).	Teachers	90	10
	Students	72	28
	Classified	96	4
Students show a greater interest in the educational program.	Teachers	83	17
	Students	83	17
	Parents	87	13
	Classified	97	3
I wish to continue in this program.	Teachers	99	1
	Students	73	27
	Classified	97	3
Intersessions should be continued.	Teachers	100	—
	Students	82	18
	Parents	91	9
Students enjoy intersession more than summer school.	Teachers	100	—
	Students	75	25
	Parents	82	18

Summarily, it can be stated that the results and accompanying attitudes of the staff and community were even more favorable than anyone anticipated.

Achievement Data[2]

The district staff chose to measure the achievement of year-round pupils using three separate instruments but all based upon pre and posttesting. The Cooperative Primary Test was used to measure the reading skills of first-, second-, and third-grade pupils. The Comprehensive Test of Basic Skills measured reading, language, and math achievement of fourth-, fifth-, and sixth-grade students. Year-round students were tested at the end of one year on the new calendar. The results were compared with the same scores gathered one year

[2] Excerpts from La Mesa-Spring Valley School District's *Evaluation of Scholastic Achievement in the Year-Round School,* presented to the Board of Education on 1/16/73.

earlier when the same children were on the regular school year. The year-round children themselves became the control population.

The third was the Wide Range Achievement Test which represented a rather quick measure of reading, arithmetic, and spelling competencies. The test was administered to all children in grades 1-6 in the year-round schools and to 25 percent of the children in a neighboring sister school on the nine-month schedule. Regardless of each student's schedule, he took the pretest during the second week of instruction and the posttest during the 35th week. The overall findings suggest the following to be true:

1. Students in year-round school perform as well in scholastic achievement as do their counterparts educated on a traditional or nine-month instructional calendar.
2. The longitudinal study in the primary grades indicates a greater increment of growth in reading under the year-round calendar than under the nine-month calendar.
3. The longitudinal study in the intermediate grades indicates a greater increment of growth in reading and language under the year-round calendar than under the nine-month calendar. In arithmetic, however, students educated under a nine-month calendar showed greater growth than did their counterparts in year-round schools.
4. The Wide Range Achievement Test study indicates very similar performance between the two groups (year-round, nine-month). The months of progress from pretest to posttest favored the nine-month school on nine measures, the year-round school on six measures; and on three measures there were no differences. It should be noted, however, that on 13 of the 18 measures in base line achievement of the students in the control group (grade equivalent mean) was higher to begin with. It is reasonable to suggest, therefore, that a greater increment of growth for the control group would be expected.

Second-year evaluation will be a replication of the plan described above, plus a fourth study entered into between the La Mesa-Spring Valley School District and Harcourt, Brace, and Javonovich, publishers of the Stanford Achievement Test.

Financial Data[3]

During the 1971-72 school year, the staff agreed to test a system (district-wide) of school staffing based on personnel units. It was admitted that the effort

[3] Excerpts from the La Mesa-Spring Valley School District's *School Staffing by Use of Personnel Units,* dated March 7, 1973.

was only a beginning of a concept that would enable the principal and teachers at a given school to plan the staffing of their school, using personnel units.

Personnel units were earned on the basis of enrollment; therefore, all schools throughout the district were staffed at the same relative level whether they were organized on a year-round basis or a nine-month basis. Since the year-round schools operated within the formula, the conclusion has to be drawn that year-round education, as developed in the La Mesa-Spring Valley School District, does not cost more.

Further, the district developed a model for a theoretical cost analysis for schools involved in year-round operation. This model employs actual salary and cost figures and projects forward the year-round operation. It presupposes that schools will expand into year-round on a systematic basis providing the opportunity to load schools at roughly 20 to 25 percent over their normal population.

The cost figures for this model were broken down on a per-pupil basis and show a slight increase in operating costs the first year of year-round operation. Each succeeding year, however, the per-pupil costs decrease over those for a nine-month calendar. The second year indicates a per-pupil savings of $1.32 on operating costs and $1.36 in building and site costs for a combined total of $2.68. Savings the third year represent $18.76; the fourth year, $22.34; and the fifth year, $25.64 per pupil.

Summary

The Board of Education of the La Mesa-Spring Valley School District in reviewing attitudinal responses by parents, teachers, and children; achievement test data on year-round students; and the financial analysis was of the opinion that the program more than warrants continuation and expansion on a voluntary basis even though the housing of students is no longer considered a problem within the district.

One year is too short a time period to evaluate adequately the results of an innovation as complex as year-round scheduling upon the lives of 3,000 children, their parents, and the staffs of four schools. If the first year represents a trend, however, the resulting attitudes and achievement data reveal an extremely positive direction.

If appropriate initiation of year-round school has been achieved in the La Mesa-Spring Valley School District, it has been due to two major factors:

1. Staff and community commitment prior to implementation;
2. The options available to students, parents, and staff involved in year-round schools.

URBAN CURRICULUM AND COMMUNITY DEVELOPMENT IN YEAR-ROUND EDUCATION

James R. George

The Richmond City public schools were funded under a special grant from the Virginia Department of Education to conduct during 1972-73 a study of the feasibility of introducing year-round schools on a limited basis. As a result of that study, the district's superintendent decided in February 1973 to offer the Northside area three options for scheduling attendance during 1973-74 at the Thomas H. Henderson Middle School and at selected elementary schools for the brothers and sisters of pupils attending Henderson on one of the three options. The scheduling options parallel closely those offered to patrons of the Furgeson School in Hawaii Gardens (ABC Unified School District), California, and were described to the Northside Richmond area as follows:

Options are available to you for scheduling the number of days your child will attend school next year and for determining how the number of days you select will be spaced over the period of time between September 1973 and September 1974. Under the first option, you may continue to send your child to school for 180 days between September and June, and then take the following summer off as you have always done. Under the second option, you may continue to send your child to school for only 180 days, but you may take from this September until September 1974 to make up those days; that is, you may take time off during the regular (September-June) school year, and then make up the days you took off between next June and September. This second option really means that your child may go to school no more days than he used to, but he may take a whole calendar year to do so. Under the third option, your child may go to school for more than 180 days up to a maximum of 215 days, and you can schedule the number of days you select however you like.

Unlike the plan offered its patrons by the Furgeson School, where instruction continues on an optional basis through the Christmas, spring, and summer vacation periods, the Henderson scheduling plan will call for additional days of instruction only during the summer.

Having outlined Richmond's plan for optional rescheduling of the traditional school year across the calendar year, I will describe to you several circumstances, peculiar to Richmond's situation as of July 1972, which made that scheduling plan seem the most desirable of several possibilities for presentation to the Northside area. Then, I will attempt to show how each of those circum-

stances and related problems were judged to be best met and solved by Henderson's adaptation of the Furgeson Plan.

When the Richmond year-round school project began operation in July 1972, the city's consolidation suit, in which it sought to merge its school system into a unified district with the two surrounding counties, Henrico and Chesterfield, was still in litigation. In fact, as of this second week in May (1973), the case is still pending.[1] As a result, and especially since the project's target population is located at the extreme north limits of Richmond next to Henrico County, it was impossible, for the better part of the year, to define with any degree of certainty the area to be served by the Henderson School. For the obvious reason that Henrico County was one of the defendants in the case, it was judged undiplomatic to survey public attitudes in Henrico toward any planned operation in the Richmond schools.

Further, within the City of Richmond the school-age population had been declining for some time. There was no question of enlisting public support for 12-month use of school facilities on grounds that overcrowding and a contingent "space" problem had to be envisioned. If anything, Richmond has a reverse problem of space in so far as there are at present nearly too many spaces for too few children.

Lastly, Richmond, like most other cities (and non-cities if the facts were uncovered and publicized), is addressing itself, under specific instructions from the superintendent, to a substantial deficit in reading and mathematics achievement among its pupils as measured by nationally standardized tests. A start had already been made (1969-72) to develop self-paced, continuous progress curricula for middle school-age students at the Northside Middle School, one of the nucleus schools for Henderson. It was felt by many in the school system that some form of year-round scheduling would promote development of such curricula.

Given those three circumstances; namely, inability to identify firmly the target area, (a "reverse" space problem within the city, and measured achievement deficits, the project staff obtained the superintendent's permission to offer the three-option scheduling plan to the Northside area on the assumption that at least 60 percent of Henderson's population would probably come from that area, however the consolidation case might eventually be decided.)

Inclusion of what we called the "cycled option" (180 days extended over the full calendar year) was seen as a way of ensuring the eventual development of a fully self-paced curriculum, and a way of laying a foundation for possible savings in capital outlay over the years, in a city where revenue sources have been shrinking.

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[1] In early June, the U. S. Supreme Court, by a split decision upheld the 4th Circuit Court's decision to override the U. S. District Court's consolidation order.

Inclusion of the "add-on option" (180 plus days up to a maximum of 215 days) was seen as a distinct opportunity to aid students for whom 180 days was never enough to master the material traditionally assigned to a given school "year," but for whom an additional, full 180 days was clearly unproductive, both in making up the alleged achievement deficit and in the apparent resulting loss of self-regard.

Inclusion of the "traditional option" (180 days; business as usual) was seen as a way of taking into account the fact that the school system could not use the presence or even the threat of a "space" problem as a lever to install a 12-month operation, serving those who frequently expressed a desire to continue their children's education during the summer months by travel opportunities, and providing the project's research component with what we will call a "control group" for lack of a warmer word to study the differential effects of "traditional" vs. "innovative" instructional schedules on the achievement patterns and the "retention" patterns of the students involved.

The plan will be launched at the Henderson School in September 1973. At the anecdotal level, I believe I can say that our project area is pleased with the scheduling options offered and eager to follow closely the program's progress and to learn of its results.

LOUDOUN COUNTY'S 45-15 PLAN FOR AN EXPANDING COMMUNITY

Arthur A. Welch

Loudoun County, Va., will begin operation of a 45-15 plan in three elementary schools and one middle school in July 1973. The 1972-73 school year was spent in planning, and the emphasis in this presentation is on general aspects of planning a year-round school program and specific problems that you may encounter during the planning and preparation phase.

Our 45-15 plan is pretty much like others. The brochure which you have received includes an explanation of why Loudoun County became interested in year-round schools, why it selected the 45-15 plan, and what the status of the project is.

If you are about to embark on a year-round school study or project, I would hope that you already have the full backing of your school board. The needs and problems of your school district should have been identified, and alternative methods of meeting these needs should have been considered. If the board decides that year-round education is an alternative it wants to consider further, it should authorize a study and identify the priority needs to be met. Then the study can be conducted and the board can be given information on how well a year-round program can meet these needs. If the board then decides to proceed with a definite program to plan and implement a year-round program, it should do so with a clear commitment to the program.

Unless the school board takes the time to study its needs and the ways year-round education can and cannot help solve local problems, it may have unreasonable expectations and it may later have second thoughts when the going gets rough. Let there be no doubt that any year-round school program will have opposition. Your locality must have information on year-round education and reasons for its being considered in your district. This information should start with your school board making clear statements about the needs of the district, the problems in meeting these needs, and the reasons for studying or planning year-round education.

I would add that you need to have the same type of support from your administrative staff. Take the time to inform them and involve them in the study phase so that they know a lot about year-round education and ways it can help meet the needs of your district. You are going to have enough problems with parents, students, and teachers on a project like this that you will need

a unified, informed administrative staff as well as the solid backing of your school board. You don't need people within your own organization voicing their doubts about the program. The only way to avoid this is to inform them in the process.

All this suggests the need for good planning and organization. You need to identify goals, decide on tasks necessary to achieve these goals, schedule when these tasks will be started and completed, assign responsibilities for these tasks, provide the resources to get the work done, and monitor all this work to ensure that it is progressing on schedule and toward the goals that have been set. This monitoring will enable you to determine any changes that need to be made in goals, assignments, schedules, or support allocations. This is what we refer to as formative evaluation, of course, and I would emphasize that formative evaluation of this study and planning phase is vitally important. You must coordinate this work and you must monitor it continuously if it is to be completed on schedule and meet the desired goals.

Let me make a few specific suggestions. Plan to spend two years in studying, planning, and preparing. You are dealing with change on a large scale; and you need to involve all the people in your school system who have responsibilities for personnel, instruction, maintenance, etc. You also need to involve your locality because you are affecting family schedules, community service agencies, employment of older students, and other customary ways in which the people of your school district live and function. You need time to plan and effect change; others need time to understand and adjust to it. Realistic goals for the first year are to study year-round plans in relation to needs, to select a plan that best meets your needs, to obtain understanding of your needs and the way year-round school plans work, to determine local attitudes toward year-round education in general and specific plans that meet local needs, and to obtain approval of a specific plan. The second year can then be spent in detailed planning and preparation. Your staff will know what it is working toward, and responsibilities and schedules can be assigned.

Second, early in your study phase, establish criteria for evaluating year-round school plans. In our case, we established educational soundness, space utilization, economic feasibility, and public acceptance as criteria for our study. We also asked our school board to give us necessary directions and priorities. Increased use of existing facilities was a priority for us because we were already overcrowded in certain schools and we had no construction in that area. The school board also directed that the present educational program be maintained, and it was concerned about costs. We knew that public acceptance was a must, so we looked for a plan that would provide substantial increase in building use and would satisfy the other three criteria as well.

A third suggestion is to use every available means to inform your school personnel and the public. Tell them what your problems are and what alterna-

tives there are to meeting them. Our big problem is growth. We are not only overcrowded in some areas this year, we are facing a 70 percent increase in enrollment in the next four years. So we explained our present situation and the problem that faced us. We discussed how the schools could meet the problem through double shifts, increasing class size, use of temporary classrooms, transporting children to schools that were not overcrowded, and year-round education. We always emphasized that a bond referendum was needed in any case, and that, of all the alternatives, year-round education was the only one that was more than a temporary solution to overcrowding. We made presentations to every school faculty, to 46 PTA groups and civic organizations, at three special school board meetings, to the county board of supervisors, and to one mass meeting of citizens of the area affected by the year-round school program. Our local news media gave us practically no coverage at all until the school board began making decisions on the implementation of the program and then tended to cover the controversy rather than the substance of the program.

Because we wanted to obtain an indication of community acceptance, we passed out questionnaires at each meeting we attended. The questionnaires asked simply the person's preference of the several alternatives that were discussed at the meeting. The results were very strongly in favor of the year-round school concept over double shifts or increasing class size. In the area targeted for the year-round school program, the questionnaires also asked people to state their preference for a particular type of plan. The 45-15 plan received nearly unanimous support over the four-quarter, quinmester, or 12-4 type plan, all of which were explained in the presentation.

We avoided any type of survey that sought simply to determine people's preferences for year-round schools as against the traditional school calendar, because we wanted people to react to the alternatives available. We were criticized for this, of course; but we believed that a survey of that type would just produce a negative response to year-round schools and thus force the school board into one of the other alternatives which our survey showed were clearly less desirable to the community.

I should emphasize that our survey was never interpreted as an indication that the county desired a year-round program, only that residents preferred year-round schools to the other alternatives. I should also add, however, that many people did respond favorably and enthusiastically to the 45-15 plan on its own merits.

When the school board was asked to make its decision on the year-round school plan, it was given our assessment of four alternatives to meeting our classroom needs. We presented advantages and disadvantages of double shifts, temporary classrooms, increasing class size and using aides to assist teachers, and the year-round plan. We made cost comparisons for operating under these alternatives for the next two years. We also showed them the savings in con-

struction costs that could be realized if we stayed on the year-round plan; and we provided estimates of start-up costs for the year-round school program, which included costs of air-conditioning two of the four schools. The year-round program, incidentally, was lower in operating costs than any of the other three alternatives in our cost comparisons. Such comparisons, of course, depend greatly upon how schools would be staffed and operated under each alternative.

The school board adopted the program as a two-year pilot project as we had recommended. After all the meetings and discussions, the adoption was received quite mildly, and there has been almost no opposition since that time. I attribute this mainly to the vast effort we put into our community information program. I feel that the people generally understand the urgent need for additional space. They also understand how the 45-15 plan works and they are adjusting to it.

This information program had a side effect in my opinion. The voters approved a $28 million bond referendum this last spring, and it was carried only by a very strong vote in the growth area. This vote may have indicated a good understanding of the school construction needs which were discussed in detail at all presentations on year-round schools. The bond referendum was not based on the year-round program, but neither was it promised as a means of going off the program. Voters were told that if the year-round program were successful, however, it could reduce the need for new construction in future bond referenda.

One of the problems you will have with people who are not well-informed on year-round schools is their inability to sort out what they read or hear about year-round schools in general and what you may say about a particular plan. Opponents may deliberately use information about other plans to confuse the public or attack your credibility. This can be a problem so you should anticipate it. You will encounter people who have read that many places have tried and abandoned year-round programs or that year-round programs have cost more money. Many people will raise these questions in all sincerity, but with concern. Remember that people will expect you to emphasize advantages and try to sell the program. You must be ready to answer these challenges. Ask the source of the person's information, the type of year-round plan he is talking about, when it occurred, etc. You, of course, should know as many of these cases as possible so that you can point out which programs do cost more money and why they do and which plans have failed and why. Try to help them see that they must compare similar plans that are designed to meet similar needs. You may also encounter people who have talked with parents or teachers from places on year-round programs who did not like them. You need to have much information in your mind to know whether this was a minority opinion and to know what the majority opinion was. Published data are essential, and it is a good idea to carry some with you and offer to show it to people. You may also find people

in your audiences who can supply information about year-round school programs. We were quite surprised to find that a number of people in Loudoun County had previously lived in or knew people in other areas on year-round programs. These people can help you a great deal. Their credibility may be greater than yours.

Don't underestimate the time necessary to establish attendance zones for any cycling plan. To operate your schools at maximum efficiency, you need attendance groups that are balanced. This may require considerable work because there are other things you also must consider. You will want to avoid splitting neighborhoods if possible. Use natural dividers. We found a creek, a drainage ditch, a shopping center, even a school helpful in establishing attendance areas without breaking up established neighborhoods. Heavily travelled streets are good dividers. Watch the composition of each group—ethnic and economic segregation could result if you aren't careful. The smaller your schools are, the more difficult your task because you are, in effect, creating four small schools out of one larger one. You may get awkward numbers of children in certain grades. If you have areas still under construction, you have additional problems of allowing room for children who will be moving in. We had to find out how many housing units were planned and when they would be completed and then estimate the number and ages of children on the basis of similar areas to determine how many children we should plan for in each attendance group.

We operate a special education program for this area in one of the three elementary schools. There are only 17 children in this program and they were in all four attendance groups. We solved this problem by putting the two teachers on different schedules and the aide on a third. In this way two of the adults are always there, and both teachers are there when the largest number of students are in school. I just mention this as an example of things that can easily be overlooked unless all tasks are carefully planned and responsibilities are assigned.

Our instructional program in our schools will not be changed much. Curriculum in elementary and middle schools will be much the same unless there are changes you want to make. We did not set out to change curriculum because we believed our basic curriculum was sound, and there was no need to introduce additional problems of adjustment. We are reorganizing our curriculum to fit the 45-day instructional periods, and the teachers working on that are integrating and improving some areas. Many schools on 45-15 are using team-teaching and combining children on different attendance groups. We are not because our teachers in these schools have not been teaming, and we did not believe it wise to alter the way they are accustomed to teaching. So, we will be self-contained; but we plan to assist teachers who would like to try teaming during the coming year. We believe it could work well on the 45-15 plan.

It is apparent that our incentive to try year-round education was to obtain better use of facilities. We do hope and expect that the 45-15 plan will benefit children too. The shorter vacations and more continuous instruction should improve learning. We hope that teachers will start cooperating more—between attendance groups and across grade lines—and that we will move in the direction of a continuous progress program. We also hope to use the 15-day vacation periods to provide supplementary instruction for students who need it. We are starting with two groups of children. During this first year, we are allowing parents who had made vacation commitments to take their vacations as planned and to have their children make up their work during their next scheduled vacation. We also know that children will be moving into the area during the year and may find themselves behind because our schools were operating all summer. So, these children will be allowed to attend school during their vacation periods to catch up with other students. Teachers will be provided for these purposes. We also hope to encourage parents of children who are having difficulty to send them to school during some vacation periods for extra help. We hope that this will help children keep up with their classmates. Similarly, we would like to have children who miss school because of illness come in for extra help during vacations. We are presently limited in what we can do because of our crowded conditions, but we hope to work in additional supplementary instructional programs when we can. Such programs take space, of course, so they reduce the better utilization of facilities that you can get from the 45-15 plan.

At the secondary level, which we will be planning the coming year, we will be working toward shorter course lengths, more elective courses, and greater flexibility in student programming. Our high-school plan will be consistent with the 45-15 plan in our elementary and middle schools so that families will have their children home at the same times. We would like to give high-school students some options on when they attend school, but again our crowded situation at present will limit what we can do in this area.

In summary, let me again emphasize the need for careful planning and management if you go into this. The time you spend in detailing the many things that should be considered will help you avoid overlooking things and will contribute to smooth operation of your program. Get all the people involved together at regular intervals to coordinate the work and monitor what is being done.

I've said nothing about our plans for evaluation of the program. We do plan to evaluate the first year's operation in several ways. We will look at student progress; attitudes of students, parents, and teachers toward the program; cost of operating under the year-round program; and other factors. We plan to present this information to our school board in the fall of 1974 so that it can make decisions on continuation and expansion.

NORTHVILLE'S 45-15 EXTENDED SCHOOL YEAR—COMMUNITY ACCEPTANCE THROUGH EXPERIMENTATION

Raymond E. Spear

The decision to operate an experimental, voluntary 45-15 extended school year program in Michigan's Northville public schools during the 1972-73 school year grew out of four years of studies, surveys, and exploration of the extended school year concept. This preliminary study period consisted of three phases: 1) a community study in 1968, 2) a feasibility study facilitated by a $19,565 grant from the Michigan Department of Education in 1969, and 3) an acceptability study also funded by a grant from the Department of Education in 1970-71. All of the aforementioned studies were related to the four-quarter mandatory plan since that was the recommendation of the original community committee.

Data collected during this period led to the conclusions that:

1. In order for a year round program to be undertaken in Northville, it would have to be because of public demand, lack of space, or on an experimental basis. At this time, since neither the public demand nor the lack of space was sufficient to create a mandate, only one route remained—an experimental program.
2. Neither a mandatory plan nor a four-quarter plan would be acceptable to Northville residents to the degree that successful operation could be possible. Careful re-evaluation and further study of other extended school year programs pointed the way to a plan which offered benefits similar to those of the four-quarter plan to the student and the taxpayer as well as eliminated the objectionable three-month vacation in the winter in Michigan. That plan was the 45-15 extended school year program which provided the required 180 school days divided into four 45 days-in-school sessions with each one followed by 15 school days of vacation. Traditional holidays plus a two-week summer shut-down for major maintenance repairs could also be scheduled into the calendar.

Since, after four years of study, commitment to the year-round concept was still strong, it was recommended to the Northville Board of Education that, based on the data collected, a voluntary, experimental 45-15 extended school year program should be established for grades K-5.

With the approval of the local board of education and the support of the

State Board of Education, a request was submitted to the Office of Education for a grant under Title III of the Elementary and Secondary Education Act. Of the $150,878 in the grant, $62,327 was allocated by the Office of Education for a learning disability program to operate within the total structure of the program. A major portion of the remaining funds was designated for inservice education for staff along with materials and consultive services to establish an individualized program, evaluation of the project by an outside firm, and dissemination.

On July 31, 1972, 171 youngsters and six teachers for grades K-5 launched on their new learning experience in the voluntary 45-15 extended school year program, the first of such programs in Michigan.

The subtitle used by the writer of this paper is "Community Acceptance through Experimentation." The questions asked then could well be "Has it happened?" "Is the community of Northville, Michigan, after three-fourths of a year of experimentation responding favorably to the extended school year concept?" We believe the answer is "Yes" and that the following facts support that position.

1. The support indicated by the move of the steering committee and the advisory board (both composed of community members, administrators, and teachers) and the local board of education to open enrollment on January 2, 1973, for continuation of the project in 1973-74.
2. The recommendation of the aforementioned groups that the program not only be continued at the K-5 levels but that it be extended through the eighth grade.
3. The fact that enrollment for the extended school year program opened on January 2, 1973, and that by March 1, 1973, it was necessary to close the enrollment since the near 600 limitation established by the committees in charge had been reached. (The decision of the committee to limit the project was based on the rationale that we should move slowly and in only one elementary school in hopes of resolving all problems prior to extensive implementation.)
4. The results of the interim report on surveys conducted by Person-o-metrics, Inc., outside evaluators of the project, which indicated:
   a. 99 percent support for continuation of the project by parents of children in the project.
   b. 100 percent support of teachers in the project.
   c. 47.9 percent of parents in the community whose children were not in the program responding with an unqualified "yes" for expansion of the program and only 28.2 percent responding "no," most of which were qualified.
   d. The type of qualifications stipulated by parents not in support of

the project; for example, "I'd like to see more results before we enter;" "When you go K-12, I will be interested;" etc.

e. Families in the project found the vacation schedule desirable for their life styles.

5. The fulfillment of volunteer teacher needs for the 1973-74 school year at the K-5 levels opened in February 1973, and was completed by March 1973.

Why has community acceptance of the year-round concept increased? It is the opinion of those responsible that the project has in some cases provided proof of major areas of benefits and in other cases alerted the public to the concept's possible potential for promising solutions to problems facing schools today. Conviction is growing that the benefits to be gained are improved educational opportunities for children, a more responsible alignment with the present-day needs of the community, and more effective use of the taxpayer's dollar.

First, let's look at the area of improved educational opportunities for children because that's what it's all about, or should be. One of the benefits to students is the reduction of learning loss that accompanies long vacation periods and causes lost learning time for some and boring repetition for others. Teachers in a traditional calendar report that it takes from three to six weeks for children to relearn what they learned the previous year. In the extended school year calendar, teachers report it takes one day at the beginning of each quarter for children to take off from where they left off the previous quarter. A continuous educational program is at last possible. The frequent learning and resting periods allow for continuity and coherence that are not possible when learning experiences are separated by extended vacations.

Individualized instruction is another student benefit. Implementation of the calendar made it apparent that the three-week break between sessions allowed individualization because it allowed teachers time to assess students' progress and to chart new individual programs of study more effectively than can be achieved under the traditional calendar.

Another benefit is student motivation resulting from the four starting times interspersed with vacations. There is a reduction in the boredom so common in long continuous semester structures. In addition and extremely important is the apparent absence of behavioral problems resulting from the motivation of students and the prospect of frequent vacation breaks. Students who were major behavioral problems in the traditional school year present no problem in the extended school year. Slow learners are definitely more able to cope with the 45-day sessions than they are with the present 180 days with only the usual holiday vacations. Teacher motivation resulting from the vacation breaks is also

reflected in the classroom by the continued enthusiasm and patience shown in working with children.

Kindergarten pupils can especially profit from the four potential starting times which will allow them to enter school nearer their appropriate birthday.

Children with needs for additional work or who have been absent because of illness can be moved from one track to another to catch up or make up work.

The six benefit areas presented are these: 1) reduction of learning loss, 2) continuous education, 3) individualization of instruction, 4) student and teacher motivation, 5) four starting times for kindergarten, and 6) the possibility for remedial and make-up work; all help increase potential for student success.

Secondly, the calendar is more conducive to living patterns of today's society than was even anticipated. Parents of children in the project indicated in a survey conducted by Person-o-metrics, Inc., that they enjoyed the increased vacation options and found the usually overloaded resort and vacation areas most desirable in the off-season.

As yet, because of the limitations of our report and the limited time the project has been implemented, we are not in a position to measure additional benefits. However, we would submit that for today's living patterns it offers shorter, more frequent vacation options which better meet the improvements our society has realized in length of vacation periods and a greater flexibility by business and industry in granting vacation time. Vacations at any one or all of the four seasons of the year hold much excitement to the vacationer but should also be favorably looked upon by business, industry, and resort areas because of the flexibility it builds into their operations. It also serves to release some of the "overburden" on many of our recreational areas, in that most people are seeking to use them at the same time under the present calendar. Also affecting our living pattern is the extended school year feature which places young people on the job market four times a year rather than one (June) and keeps 75 percent of our children off the streets during the entire school year. For example, the Detroit area alone will place some 200,000 young people in an employment market which does not exist.

A third aspect of major interest is the impact of a year-round school on the taxpayer. Year-round school offers a more efficient utilization of tax dollars through maximum utilization of million-dollar facilities and expansion of school building capacity by 33 percent, thus reducing the total number of schools which we must operate. With the realization of these two factors, we should improve operational efficiency which would result in a reduced cost of operation on a per-pupil basis.

A projected study of operational cost benefits of the 45-15 extended school year calendar versus a traditional calendar presented in the interim report by Person-o-metrics, Inc., indicates an operational cost benefit on a per-pupil basis of 5.1 percent. Cost benefits result from reduction in monies allocated for such

items as principals', secretaries', and maintenance persons' salaries along with fringe benefits when fewer buildings are in operation, reduced vandalism, and other minor reductions in transportation, textbooks, and other expenses.

The interim report spells out the cost benefit resulting from reduction in facility construction by Northville and by the state. It points out that an immediate cost benefit to Northville would be $11,825,000, and construction cost benefits by the year 2000 would be $30,000,000 in construction plus an additional savings of $35,000,000 in bond interest or a total of $65,000,000 to present and future taxpayers.

The advantages that the Northville public schools have already realized through the 45-15 extended school year and the projected advantages along with the lack of research on the advantages of the traditional calendar, would make it seem wise for educators to consider seriously the year-round concept.

FRANCIS HOWELL DISTRICT YEAR-ROUND— A PROGRESS REPORT

M. Gene Henderson

There are four significant points in connection with year-round education in the Francis Howell School District. First, the district was the first in the nation to adopt a 45-15, four-cycle schedule. Second, implementation of the schedule school-by-school has proved to be a most practical approach which has been emulated by schools over the country. Third, though there are conflicting views among the year-round school experiences regarding the financial impact of this schedule, the contention that financing other than capital outlay is not a function of the schedule is a rule which any well-advised planner should use in connection with 45-15. Fourth, parents' acceptance of the schedule has been strong.

The Francis Howell School District enrolls 5,000 students in grades 1-12, is located in the greater Metropolitan St. Louis area 30 miles from downtown St. Louis on 150 square miles (19 acres per student), and is populated by middle class suburbanites. The elementary schools include grades 1 through 6; there is a seventh-grade center, an eighth-grade center, and a high school with grades 9-12.

Since there is little industry in the district, valuation per student is low; and the Missouri bonded debt limit is 10 percent of this low assessed valuation. Therefore, capital is hard to develop. The voters have approved a bond issue each year since 1963, but the space built with this money was limited and we were forced to change the schedule to accommodate growing enrollments.

Students of Cycles A and B attend school in nine-week segments, each followed by a three-week vacation. Cycle C and D students begin and end with shorter segments to allow us to crowd in 174 days in class—the state minimum. There is presently a bill in the Missouri Legislature to allow us to cross the fiscal year line (July 1-June 30) to make all segments nine weeks in length. We feel this is especially important for grades 9-12. Teachers have two kinds of schedules: Cycle Teachers is our term for those who have the same schedule as their students. Twelve-month teachers are specialists in disciplines such as music, art, and physical education who teach about 232 days and serve students who happen to be present. Classes for students with learning disabilities and mentally retarded students are taught by 12-month teachers as a singleton class, with some students leaving on vacation each three weeks and others coming in to take their

place. Twelve-month teachers also serve a departmentalized intermediate school (grades 4, 5, 6) and the departmentalized junior highs (grades 7 and 8). The teaching day for these positions is divided into three equal parts, one for each cycle in session. As one cycle leaves for vacation, another group enters school to fill the vacant portion of that teacher's schedule. Principals are employed for 11 months and may take their vacation or vacations at any time during the year.

The Becky-David Schools (primary and intermediate) began the year-round schedule in July 1969 for about 1,400 students in grades 1-6. Central Elementary, enrolling about 1,000 students, converted to the schedule in July 1971. The Hollenbeck Junior High, which is partially completed, opened on the year-round schedule for seventh graders in July 1972, enrolling about 500. The Francis Howell Junior High will begin the year-round schedule for 500 eighth graders in July 1973. The Daniel Boone Elementary School, grades 1-6, enrolling 180 students, will operate on Cycle A beginning July 1973; and Weldon Spring, also enrolling about 180 students in grades 1-6, will operate on Cycle B beginning in July 1973. Grades 9 and 10 of the Francis Howell High School are scheduled to begin on the year-round schedule in July of 1974. Grades 11 and 12 will follow at some later date.

We feel that this gradual phasing has been advantageous because it has allowed the board and central office administration to concentrate on the unique problems of each phase. The scarcity of capital would not have allowed us to air condition all buildings at a single stroke. All buildings on year-round schedule will be air conditioned next year except their cafeterias and physical education rooms. The disadvantage to gradual implementation is the inconvenience to some families caused by having some children on a nine months' schedule and others on a year-round schedule.

An often repeated question in the interviews with visitors concerns the cost factors associated with the year-round schedule. Some authorities are sure it costs less; others, just as certain, say it must cost more.

The Francis Howell School Board and administration were eager to make cost comparisons and indeed such comparisons were the subject of a grant. A report was published. The results were not conclusive.

Some thoughts on fiscal matters which may apply to year-round school are these:

1. The instructional cost per student can be raised or lowered at any time by spending more or less. An increase in such costs should not be attributed to the schedule because it is not a function thereof.
    a. The schedule change does not make additional materials or supplies necessary.
    b. The teacher-pupil ratio should not change unless someone wishes

it changed. It is true that extended contracts are likely to go to higher paid teachers, but this is a matter of choice.

2. The needed capital outlay per student should be reduced under the year-round schedule to about 80 percent of that which would have been on the traditional schedule.
   a. Three rooms serve four classes of students.
   b. Three buses transport four complements of students.
   c. Three sets of furniture serve four sets of students.
   d. Offices, hallways, restrooms, parking lots, walkways, and sites all serve four students for each three previously served.
3. Finally, any expenditure deemed to be additional and attributed to the schedule change should be determined carefully since the implementation of a change is often the excuse for added expense, but not the reason.

An astonishing aspect of this experience, and perhaps the aspect most encouraging to fainthearted and fearful planners, is the overwhelming acceptance which our year-round parents have evidenced. Eighty-six percent of our parents favor extending year-round education to the remainder of the district. Eighty-nine point seven percent prefer to remain on the year-round plan as compared to .9 percent preferring split sessions, 6.9 percent preferring increased property taxes, and 2.5 percent other answers. Our parents, 77.6 percent, say that even if the money were available from any source to construct the necessary buildings, they would not wish to return to the nine-month schedule. The two small schools, Weldon Spring and Daniel Boone which I reported as being on the year-round schedule this coming July, will use the schedule because they want to. A parent questionnaire yielding 82 percent return showed 73 percent from Weldon Spring and 76 percent from Daniel Boone favoring a year-round schedule adoption.

The year-round schedule in the Francis Howell School District is a resounding success and has been an exciting and stimulating experience. We recommend it.

45-15—A PILOT PROGRAM OF YEAR-ROUND EDUCATION

James C. Mounie and John F. Holgate

Dr. Mounie: Virginia Beach is beginning a pilot program of 45-15 in four elementary schools on June 18, 1973, which is a little more than a month away. We point out the fact that this is a pilot program because quite frankly, we don't have any answers about 45-15. We have spent much time looking at it, and we are convinced that the information available about the benefits of year-round education is not sufficiently conclusive, nor sufficiently generalizeable, for the City of Virginia Beach to accept it and to put 48 schools on year-round education.

Virginia Beach did not come to a consideration of year-round education for its own sake. It came to a consideration of year-round education because it had to find a means of housing additional students. The school system has more than doubled in the past ten years. We currently have about 48,000 students. We have built about 36 schools in ten years in addition to many additions and modifications to existing schools. We use 65 portable classrooms and our high schools are on overlapping eight-bell days. So we need some means of providing more space for our students. The pilot program of year-round education is simply an effort to find out whether cycled attendance is a feasible alternative to building more schools and whether it does more than simply increase space in a particular school.

Our board decided on the research and development approach, and we emphasize the point that at this point in time in our planning and preparation phase, which has been about 18 months, our interest has been on creating an atmosphere in which evidence will be generated that will present some indication of what 45-15 will do for the educational program, for the community, and to the cost of education.

We do not maintain that anyone else should try the approach we are going to talk about today. We do not suggest that any school system buy the year-round education concept that we are implementing. We simply suggest that if you are going to consider it, you consider it in light of your own school system.

We are not selling year-round education; we are looking at year-round education and the little buttons that we all received that say "Year-Round Education Who Needs It" and the answer is, "You Do"; we don't accept that

at this point in time. We feel that we have to find the answers in Virginia Beach, and for that reason we are following and have followed a systematic planning and preparation plan and we have designed a systematic evaluation for the pilot program.

We are going to tell you a little about our planning and preparation phase; we will be glad to spend time with you individually or as a group at anytime you want to during the next three days.

In December of 1971, as part of the package for housing the pupil population, our board proposed trying the pilot program of year-round education known as the cycled-attendance plan, or as specifically developed by Valley View, the 45-15 plan. We spent a considerable amount of time with other school systems; we read what was available and we secured many feasibility studies from throughout the United States and Canada. We then were convinced that the only approach to take was the research and development approach or a systematic study in our City of Virginia Beach. If you would like to have some insight into why Virginia Beach is involved or would like to know briefly the steps taken in developing a rationale and specific intent, in the little publication you received you will find the rationale that outlines for you every presentation which the board received from the staff. It outlines for you the State Department of Education policy statement on year-round education program and the specific policy statement of the Virginia Beach School Board which is a research and development approach. It also outlines basically the consideration of other alternatives and gives specific recommendations for the four elementary schools to be involved in our pilot program.

We have a great deal we could tell you about, but we are going to tell you about our systematic plan. Immediately upon the board's directing the staff to begin to prepare at least four schools for the pilot program, we proceeded to try to identify the incidents that must take place in order for the pilot program to be ready to operate on June 18, 1973. We decided on a systematic systems approach. We decided that we would use the PERT modified CPM approach to implement our pilot program; and if you will take a look at the little document known as the Planning and Preparation Phase, Critical Incidents, Task Identification and Role Assignments, we attempt to identify everything that must take place. In order for the program to be ready to go into effect on June 18, we identified, by office, all tasks that must be completed with their date if the pilot program or the critical incidents were to be realized on schedule. All this is outlined here, and we have also identified the division level and unit level responsibilities for each task and what they must do to contribute to that task.

In order to be very, very sure that the staff gave this program the best possible shot to operate free of bias, the staff recommended to the board that they request a State grant to hire external research agents to validate the research

and to validate findings in the pilot programs planning and preparation phase. A team of economists and administrators from Old Dominion University's Bureau of Business Research was hired to be the PERT/CPM monitoring team. They have computerized the PERT program. They give us a monthly formative evaluation that points out the shortcomings in what we have done, thus far. They point out whether or not we are on schedule and what needs to be done in order to get back on schedule and ready to go by June 18. This team was hired to construct and monitor all activities related to our planning and preparation phase. In addition to the pilot program identification tasks, we thought one of the most valuable things we could do was really to find out what it did for Virginia Beach, also to set up a specific design for evaluating the effects of what the board wanted to know about.

The board said it wanted to know what the pilot program cycled-attendance concept actually does to pupil achievement and attitude toward school. It wanted to know what are the parental attitudes toward the concept before the program is implemented and after they have had experience with the program. The board felt that it was necessary to know what the actual operational and capital cost effects of the pilot program were; and in order to generate what the board and staff feel is valid data from these factors, the board mandated that pupils living within the cycled-attendance zones must attend. The reasons for this are quite simple. If you claim that the pilot program is acceptable to parents, then you must have people who do not necessarily want to be in it. The only way that you can claim that attitude has changed is if there is a potential for change. If we are to have a voluntary program, we would have to assume that everybody in it liked the concept from the beginning and as a result there is no way to measure, specifically, changes in attitude. Our board decided that in order to gain additional space—and remember, that is our primary purpose—and to measure change in attitude, 5,000 students would be mandated to attend the cycled-attendance program and that is primarily what they have done.

In order to execute and actually assist in developing the research design for the operational phase of the pilot program, we have contracted with three research agents. In order to measure student achievement and attitude toward school, we have contracted with a team of evaluators from Educational Testing Service of Princeton University.

In order to determine the attitude of parents and effectiveness of the public information program, which you will hear about in a few minutes, we contracted with Schlechty Associates, a team of sociologists from the University of North Carolina at Chapel Hill to conduct a pre and post attitude survey. They have also tested the accuracy of information and effectiveness of public information—in other words, whether the parents understand what we are doing. We have already received some results from that study.

The third institution which we contracted with was the one which was to determine operational and capital cost effects, and we contracted with the Institute for Social Analysis of Columbia University.

We feel that we have a reputable and competent group of researchers to validate externally the findings. We are extremely interested that the staff not in any way shape or form be accused of bias toward the program. We attempted to eliminate all personal bias for or against the program by hiring external monitors during the planning and preparation phase and external research agents during the operational phase.

In addition to this, we also have some other people looking over our shoulders. The State Department of Education has an evaluation team, EDOCDYNE, formally known as INSGROUP, on the west coast for doing formative and summative evaluation of the pilot program in checking all aspects of it.

The State Board of Education, Division of Educational Research and Statistics, also looks over our shoulder and is making periodic reports. We are doing some in-house evaluation in some other areas.

The research design as outlined by the research agencies is found in this publication, "A Research Design for Year-Round Education," if anyone wants to take a look at it. We made no attempt to sell our public; we have emphasized time and again that people in this school division would be very, very foolish to accept categorically the claims made for year-round education. We also feel they would be very, very foolish to reject categorically those claims. We want to know what it does to Virginia Beach, a unique resort community. We felt that we had to investigate it very carefully. We have not discouraged dissent. As a matter of fact, we have published a News Views which is a compilation of news articles; and you will find that there are as many letters to the editor against it as there are for it. We have spared nothing. If you would like to know what has been said in the press about our program, it is contained in this publication which you have.

We also have encouraged people to meet with us if they were concerned or discouraged about the program. At this point we have found no organized opposition to the program. We do have some people who have reservations about the program. We obviously do, or we would not be using the research and development approach. We do not discourage our public from having the same reservations that we have or additional reservations. We have here at this conference our devil's advocate who at one time was actively in opposition to our program. We have brought her here as an official delegate from Virginia Beach, and we will make her available to you so that you might find out her concerns and her reservations in case you are interested. You might find out as much from her as you find out from us. You are perfectly welcome to question her and find out what her concerns are as she sees them.

As soon as we were given our role in the pilot program, we identified what we thought were the major concerns that the public had. We wanted to know what it would do to military transfers, what could be done in the way of remedial work, and especially what cycled-attendance would do to vacation. As a result, after identifying what we thought were the most acceptable answers to this community and the most validated, we prepared a number of statements on 45-15 letterhead. They were official policy statements of the School Board of the City of Virginia Beach. Everyone of them was acted on. The staff and the board are bound to do what it said in these. You will note that in some places we quite frankly admit we do not know what is going to be done. When we felt that way and we knew that to be the situation, we told our public that.

I am not going to say anything about the press kits at this time above and beyond that. You have the public information approach booklet. We feel that in addition to getting the pilot program ready to operate in an atmosphere free of bias, we had to have the cooperation of our community.

Mr. Holgate: From the beginning, we did not undertake the hard-sell approach of year-round education. We felt, as our board felt, that there was not enough conclusive evidence for us to buy year-round education, lock, stock and barrell. Instead, we made no claims whatsoever for the program, except for one, and that was that it would provide more space in our school plants that would be on the pilot program. As you know, under the 45-15 theory, there can be up to 33⅓ percent more space in these schools.

This was the basis of our whole program: to tell the public what we knew about it and what we believed about it and to answer all of their questions.

We started our program of public information with a bond referendum. Our schools are extremely overcrowded and we need space badly. The bond referendum was part of the plan to solve the problem. The school board came up with a plan for housing the student population which included continuation of the eight-bell day in secondary schools, continuing the use of portable classrooms, a voluntary night school on the secondary level, and the implementation of a 45-15 program in four to six elementary schools. In addition four new schools, three junior high schools, and one elementary school were to be constructed. The bond referendum passed by about an eight to five margin. All through the bond referendum we pointed out to the people that this was a package deal. We wanted them to vote on the construction of the new schools, some $12 million worth; and we also wanted them to give us mandate to go ahead with year-round education.

Immediately after the bond referendum, we began our public information program to inform the public about year-round education. The first thing we did was to hold a news conference. The State Department of Education was kind enough to fund $75,000 to begin the planning and preparation phase for a year-round education program in Virginia Beach. We held the news conference

to announce the receipt of that grant, and at that time we named eleven potential schools in the City that were the most overcrowded or that had the most potential for growth and in which we thought the 45-15 program should be implemented. The superintendent at that point sent a letter to every home in the City; and with it he enclosed a 45-15 brochure, which is in your press kit, explaining 45-15 in very simple terms. He sent another letter a short time later telling the people what had been done in regard to promises made during the bond referendum.

We then began to prepare the materials so that we could tell the people about the 45-15 pilot program. That was the birth of the press kit. The heart of the kit is a series of position papers. These were drawn up primarily to go with a team of presenters who were the eleven principals from the potential pilot schools and a couple of other key people on the elementary level, supervisors who were going to be part of a speakers' bureau. The idea, obviously, was to speak about 45-15. The presenters were not to go out and sell 45-15; they were to present a 10-minute slide/tape presentation which we prepared, which was very low keyed, in individual homes to mothers and fathers and anyone who wanted to hear about 45-15. They were to give the slide/tape presentation and answer any questions the people had on year-round education based on the position papers. We tried to imagine every possible question that could come up about the program and answer it. The presenters had the school board position in their hands when they went into the homes. When they were unable to answer a particular question, we asked that the person put the inquiry on a form we provided and assured him he would have an answer from a school board spokesman within 24 hours.

As we began speaking outside of our community, we also began to brief our staff internally. You would be surprised how many people enter into a program like this on a pilot basis and never bother to tell the non-involved portion of their school system about the plan. They just assume that everyone in the system knows about the program. We felt we owed it to the public to inform all of our personnel about the year-round program, even those who were not involved, so that they could at least answer questions about the plan intelligently. We began a series of briefings for our staff, with the help of the personnel department. We went from school to school, told the faculties in those schools about 45-15 in Virginia Beach, the effect on contracts, the number of teaching days involved, and all the basic facts about the pilot program plan.

We also briefed our City Council and, of course, the school board was briefed continuously all along the line. The reason for briefing the City Council was also pretty obvious. City councilmen often times are asked questions about the school system, and we felt that they should be kept abreast of exactly what we were planning. These briefings were, for the most part, repeats of our

briefings for the school board—straightforward, factual sessions outlining plans and progress with no claims or conclusions drawn.

As the briefings continued, the speakers' bureau really got into full swing. The speakers, in a very short period of time, covered some 250 coffees and spoke to eight to ten people at a time.

We also produced a special edition of our internal newsletter, The Catalyst, to tell teachers more about the year-round education program; where it would be, what the contracts would be like, what classroom changes would be taking place, etc. We also included a sample calendar.

The information program at this point was fully underway, and we felt we had reached a point when we had better let the people know exactly which schools would be participating in the pilot program. Up to this point there had been no real opposition to the plan and we felt this was due in part to our openness which we wanted to continue.

Four of the eleven potential pilot schools were selected for the program by the school board. That day we sent home a packet of information about the program with the children, telling the parents which schools were participating and which neighborhoods would be included, so that all the people would know that the kid next door was also on the program and all the children in one family attending elementary school would be on the program together. At that point we had things pretty well in hand and kind of sat back. We had a very elaborate public information plan, something going all the time, to keep 45-15 in the eyes of the public so we could answer any questions. We were surveying the people about what they thought about this and what they thought about that; and we began to get a feedback from them at that point saying, "Look, we've had enough, you've told us all we want to know. I know my kid is going to be on the program, I know my neighbor's kid is going to be on the program, we know when the program starts, when we are supposed to do what; we don't want to hear it anymore." So we backed down and kind of stepped back away from things. We continued to go about our business telling people who wanted to know about the program, meetings with PTA groups and any organization that wanted to know what was going on. We met with church groups, for example, to talk about problems they might have with vacation Bible school. We met with working mothers, trying to solve their problems, pointing out that we were not a babysitting agency but were very concerned and suggesting that if they came together perhaps they could solve their problems, mutually.

The whole point we have been trying to make is that we make no claims about the program. We will tell you anything you want to know; none of our material is copyrighted. If you want a hundred copies of anything, we will try to give it to you. We have always tried to answer all questions. If we did not have an answer, we have said we did not have an answer. The program belongs to

our people. It is up to them to decide whether or not it is a feasible alternative to build more schools. Forty-five fifteen will provide more space; but is it acceptable to the community?—that is what we want to know. Our research will tell us that. At the end of the first year, the people will be asked to tell us whether or not they want us to continue, terminate, or expand the program.

A SURVEY OF VIRGINIA HIGH SCHOOL STUDENT' ATTITUDES TOWARD YEAR-ROUND EDUCATION

Albert Poole

The Virginia Student Cooperative Association is composed of the student councils of the schools of Virginia; and it coordinates and assists schools by providing statewide workshops, forums, and conferences for leaders and members. It also organizes and suggests statewide projects and one for this year was a survey of high school students on their opinions of year-round school.

At our 1972 conference, a resolution directed that the State SCA present information on the year-round school plan at the summer workshop. Dr. J. Fred Young and Dr. Joseph P. Roberts of the State Department of Education spoke to the student council leaders at our workshop and were bombarded with questions. Later Dr. Roberts contacted me about the possibility of the State SCA conducting a statewide survey of student opinion of the plan. The SCA's Advisory Council voted to carry out the survey as it felt this would give Virginia students an opportunity to learn more about year-round school and voice their opinions on this important question. John N. Glover of the Department of Education and I developed a questionnaire, selected materials explaining year-round school to be mailed with the questionnaires, wrote to the principals and SCA advisers, and then awaited the results.

Let me emphasize that the State SCA neither endorsed nor opposed the concept of year-round school.

The complete results of the survey are not in, but we have a very good sample group. The results I shall present come from 81 high schools and include 1,122 individual responses.

The results so far do not appear too encouraging concerning the adoption of the year-round school plan; but, on the other hand, they are not too discouraging either.

Perhaps the best way to begin the analysis of the results is to give the students' reply to this question: "Based on what you now know about year-round education, would you favor the adoption of such a plan in your school district?" Of the 629 girls who answered this question, 51 percent did not favor year-round school, 14 percent did favor it, 30 percent felt more information was necessary to form a valid opinion, and 5 percent didn't care. Of the 489 males who answered, 55 percent did not favor year-round school, 17 percent did favor it, 23 percent wanted more information, and 5 percent didn't care. These initial

figures may not seem very encouraging, but let's look at some other categories before forming a definite conclusion.

To the question: "Would you object to attending school for a portion of the summer months?", 785 of the 1,109 students who responded did object, while 324 didn't mind attending school in summer. We must remember that summer vacation has been an established custom in the school system for years, so the 324 figure of those who did not object could be more significant than the 785 who did. However, for the facts of our survey, going to school in the summer was a prime objection.

About 73 percent of the males said they usually held a summer job. This could explain a lot of the male disapproval they just are not sure whether they would still be able to work at a job as well as go to school.

I would like to mention some areas of concern and the way students ranked them. The main concern of the males was how year-round school would affect participation in extracurricular activities. The second main concern to boys was how they would be able to work in addition to going to school. This, again shows me that some of the male dislike for year-round school is based on the fact that they think it will cut them out of a job.

The two main areas of concern for girls were (1) "How it would effect participation in extracurricular activities," and (2) "How it would effect family vacations." This definitely seems to show that more information is required on how students will be able to participate as they do now in extracurricular activities. This is an important area in a teenager's life, and he wants to be assured that these activities will continue.

The students were also questioned as to whether they would be willing to attend school for more than 180 days if their program called for it. One-Fourth of the boys and 37 percent of the girls said they would attend more than 180 days.

To the question: "If you were a student in a year-round school, which of the following would you find most desirable?"—the boys placed taking more vacations first and taking more varied courses second; acceleration—completing high school in less than four years—was third, and studying more advanced courses was fourth. Girls placed taking more varied courses first, more vacations second, and agreed with the boys on acceleration and advanced courses.

The students of Virginia are more aware of and interested in year-round school today than ever before.

We hope this survey will be of some help to the Department of Education and to research on the year-round school plan. We know it has been valuable to the many SCA members who are familiar now with the program and feel they have been given an opportunity to voice their opinions on this trend in education.

I personally want to commend The Virginia Department of Education for taking this issue directly to the students.

YEAR-ROUND EDUCATION: A SOLUTION IN SEARCH OF A PROBLEM?

James E. Conner

It is a pleasure and privilege to be invited to speak to the Fifth National Seminar on Year-Round Education. It is noteworthy that the seminar planners used the term year-round education rather than year-round schooling. I will, therefore, take a cue from you and address my remarks principally to the last word in the title, *education*. I will not attempt to deal with the "nuts and bolts" of year-round education. I will address myself to what I consider very central concerns.

We shall start with the question, why do we wish to organize schools differently? Will year-round education facilitate the learning of students in a cost-effective manner? Will year-round education improve the social and economic conditions of the community? Will year-round schooling provide much-needed flexibility in school programs? Will year-round education be the catalyst for education that is more humane and relevant? Or will year-round education be "putting old wine in new bottles"? In the end, what difference will it make for the student? Bearing in mind William James' observation that a difference to make a difference must make a difference.

Bear with me, if you will by holding on to two ideas:

1. Any proposed changes in education must be based on accountability for results.
2. Any proposed changes must adhere to the "hard-nosed" notion that we can engineer programs to assure success for large numbers of students who have failed or are doomed to failure under our present restrictive normative system and provide for the millions who underachieve because of a self-fulfilling prophecy, made respectable by questionable norms.

Education must deal with the social and economic problems of the community and state. If it does not, our programs will fail. If year-round education is seen as a convenient organizational scheme—or primarily as a way of saving money—it will fail. If we embrace innovations as a form of "bread and circuses" designed to divert the public from concerns about the achievements of American public education, we can expect to incur greater public wrath. It is ironic that as we are in greatest need of innovating, the public is most suspicious

of educational innovations. Considering the wasteland of experiments in education, innovations which started with a bang and ended in a whimper, the public disdain is hardly surprising.

You have heard it before—we have all heard it: Education is in a deep crisis—in fact, it is a crisis which can only worsen unless we educators assume greater accountability for our actions.

In the play *Green Pastures*, God surveying the world he made, lamented, "Everything nailed down is coming loose." In education, everything seems to be flying apart, even as we diligently set about to hold things together.

It is hardly surprising that calls for alternatives to public education, which were infrequent less than two years ago, now can be heard in a rising chorus. The magnitude of public and teacher discontent is matched by a failure to provide adequately for millions of our clients. For example, in spite of the greatest expenditure for education of any nation in the world, there are, according to the National Reading Council, more than 35 million functionally illiterate adults in this country. If this figure fails to impress us, consider that this is a number twice the combined populations of New York, Los Angeles, Chicago, Philadelphia, and Detroit. We can only guess at the social and economic consequences of this deficiency. Put all the foregoing in an equation and you arrive at a cost that has expanded by 1,000 percent in a 20-year period. This, when the gross national product increased by little more than 250 percent.

How will year-round education help this situation?

Astonishingly, many educators are not aware of the extent of the present crisis. Too many educators have not gotten the message.

If we are to traverse the circle from desperation to the promise of better things in the near future, we must confront boldly the need to make our schools and our agencies more accountable and more responsive. But equally important, educators themselves must take the initiative in developing with community partners and students an accountable system. If year-round education is not based on a program of accountability for results, a number of well-intentioned school boards and superintendents are going down the chute. Even sadder, a program with potential may be doomed in the process.

Allow me to state at this point that accountability is not a punitive process per se; it is a feedback process. It is a process for reporting to the educator and client alike the positive and negative results of the enterprise so that necessary adaptations can be made in programs. Accountability is a process which recognizes responsibility on the part of all education partners, administrators, teachers, taxpayers, parents, students—not just the educator. It is a process which should allow the involvement of all partners in deciding what they want of education, but a process which leaves the how to to the professional where it belongs. Accountability represents perhaps the single greatest opportunity to the educator to gain adequate support for his specified responsibilities.

Several years ago, when I lived in Philadelphia and was riding out to the suburbs, the train passed a sight whose very incongruity added to the breathtaking view. For there, rising out of the squalor that surrounded it was a magnificent, gilded cathedral. Later, I made a point to visit this Eastern Orthodox cathedral. I discovered that this beautiful edifice was built by the elders to hold the young in the neighborhood of their parents. While some of the young still attended the church, most had moved away leaving only their parents. And now, warehouses and vacant lots threaten to encroach upon their neighborhood. When we consider the prime motivation for building this fine church—that of holding the young—the church has become irrelevant.

We too may build our cathedrals. They may be buildings or programs. They may be year-round schools; but if schools do not meet the needs of the young, they shall pass, because we have moved into a new era. It is an era of increased interest and involvement in our social institutions. It is an era of vast disillusionment over inflated promises and inflated failures. But it is, in spite of the litany of disillusionment and despair, an era of hope. Because, massive though our problems be, there is reason for optimism. We can solve many of our pressing problems, if we can but alter some of our viewpoints. What might these be? Well, I suggest we educators and school boardmen and legislators must embrace some painful realities:

1. We cannot solve complex educational and social problems with massive infusions of money alone. Indeed, such a course often aggravates matters.
2. The educator must learn that resources for education are limited and that one of his main functions in the future will be the intelligent management of existing resources.
3. The days of relative isolation of the educator from the various partners are over. We are in an age of consumerism which will profoundly influence education in the future. Educators may find themselves defendants in a number of torts for failure to provide the necessary education.
4. The day when educators could pacify the populace with yet another glittering innovation is on the way out. The public is not likely to be distracted by innovations.
5. Education consumers are going to get smart. Expect to see them demand to know not how much has been spent as a measure of quality, but what results are being obtained for the money spent.
6. There will be increased competition for students. Some mechanism for achieving this will be devised—the church-state issue notwithstanding.
7. Lastly, we have the means practically to eliminate costly failures in education. This is the matter I wish to discuss with you this afternoon.

To begin with, I would strongly recommend that all of you read a paper by Benjamin Bloom, entitled "Learning for Mastery." I'm frankly astonished that it has not received greater attention because the principles cited could revolutionize education. I refer to it because the Bloom article could form the philosophical and psychological basis for year-round schools. Like many powerful ideas, the Bloom propositions are deceptively simple—so much so in fact that we are likely to pass over them as being something of slight substance. He starts the article by saying:

> Each teacher begins a new term (or course) with the expectation that about a third of his students will adequately learn what he has to teach. He expects about a third of his students to fail or just "get by." Finally, he expects another third to learn a good deal of what he has to teach, but not enough to be regarded as "good students."

Sound familiar? Indeed, it does because it forms the basis for the great "zero sum game" in education that holds that there must inevitably be winners and losers in our schools. Worse yet is the prevailing belief among many teachers and administrators that large numbers of children are incapable of learning.

Let's move to Bloom's basic point—and it is here I believe he lays the basis for basic education reforms so profound and widespread that days could be spent by educators in exploring the implications for grouping, grading, organizing instruction, evaluating progress, and so on.

Are you ready?

Bloom raises the question, "Can all students learn a subject equally well? That is, can all students master a learning task at a higher level of complexity?"

You may be thinking that this sounds very much like Jerome Bruner's famous hypothesis that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development." Indeed, it does and Bloom offers some very convincing research evidence to support his statements.

First, he found that aptitude tests are highly predictive of achievement; in fact, he suggests there is a casual relationship between aptitude and achievement. Hardly a new notion, certainly. But the following statement gets to the heart of the matter:

> . . . Aptitude is the amount of time required by the learner to attain mastery of a learning task.

On the chance this may have gotten by you, allow me to repeat it.

> . . . Aptitude is the amount of time required by the learner to attain mastery of a learning task.

What Bloom is saying is that the bright kids (those with high aptitudes in a

given area) take less time to master materials than his less-talented fellow student.

Then Bloom makes this fantastic statement:

> Thus, we are expressing the view that, given sufficient time (and appropriate types of help), 95 percent of students (the top five percent + the next 90 percent) can learn a subject up to a high level of mastery.

And then Bloom adds the *coup de grace:*

> We are convinced that the grade of A as an index of mastery of a subject can, under appropriate conditions, be achieved by up to 95 percent of the students in a class.

Imagine, if you will, the impact on education if the public comes to believe Dr. Bloom. I think it is only a matter of time before the public realizes the limitations heaped upon learners by a system of imposed false norms.

MIT Professor Jay Forrester in his book, *Urban Dynamics,* has much to say to the education reformer. He observes that any complex social system—which includes the institution of education—is "counterintuitive"; that is, our hunches or conventional wisdom about what will work, will in all probability not work. He says the reason for this is that at any point in time what we perceive as causes for a condition are really symptoms of causes not perceived. He observes gloomily that our well-intentioned efforts merely make matters worse. When we measure cost against results, whether we talk about federal housing programs or such massive efforts as Title I of ESEA, we must concede Professor Forrester's point.

Several years ago I saw an item in the *Philadelphia Inquirer.* It seemed that scientists had studied the Delaware River and submitted a report on what is required to clean it up after more than 200 years of abuse. The upshot of their report was that as pollution in the river is reduced, the waters will begin to clear. As the water becomes clearer, sunlight will penetrate to the bottom. On the bottom of the river, there is an estimated 15 to 20 feet of sludge. As the sludge warms up from the sun's penetration, trillions and trillions of dormant worms will begin to wriggle causing the sludge to be heaved up, making the river a murky mess and giving off a stench to all within smelling distance. In other words, efforts at improvement will make matters worse before they will improve. This leads me to observe that God may forgive our sins, but nature won't.

I am intrigued by this illustration because there are a number of important lessons in it. Not only does it support Forrester's ideas about the dynamics of complex systems, but we must infer that long and continued neglect of complex social problems is not going to yield to simple solutions—and somewhere along the line, there will be a price to pay for our sins of omission and commission.

There is one additional lesson we might derive from the analogy of "sludge and worms"; that is, as we work in areas which have been neglected, whether it be in educating the disadvantaged, installing efficacious instructional systems, or organizing year-round schools, a normal consequence of improving conditions is that matters will often seem to get worse. Too many examples crowd the mind: The riots in our cities, even as the most far-reaching civil rights legislation was enacted is a dramatic example.

Perhaps we should be able to derive some formula which would tell us precisely when to expect disruptions. At any rate, we know—to use another analogy—surgery is not enough; we must also have post-operative treatment.

These are matters of concern because many of you are considering year-round education which can have profound effect upon the social and economic life of your community.

There are four major points I wish to make:

1. There are no sovereign solutions to the problems confronting education.
2. Before solution strategies are adopted, there should be a thorough assessment of needs.
3. There must be wide public involvement in identifying needs, identifying problems, and establishing priorities.
4. There must be public accountability for the programs we undertake.

A principal difficulty as I've already noted is that we have a penchant for jumping to solutions before needs and problems have been identified. This has led to a race on the part of many school districts to see how many innovations they can "field" at a given time. I state this not with a "holier-than-thou" attitude because as an operating school and college administrator I was a full-time participant in the innovation game. I, too, had a whole repertoire of solutions looking for problems. I'm not suggesting that a number of programs were not successful; they were. But evaluation was not always easy because needs, problems, and objectives were not always clearly defined.

So I raise the questions: If year-round education is the answer, what is the problem? What are the needs? What are the learning priorities? Assuming your investigations indicate the efficacy of year-round education, are there alternative approaches that will achieve essentially the same results for the same or lesser amounts of money? If your investigations indicate that year-round education is a reasonable route for your schools, what are the barriers that must be overcome before a program can be put into effect?

What I am proposing is that educators and community planners adopt a system of planning to assure maximum gain with minimum risks. I'm not saying you won't make mistakes; you will. But the approach I will briefly outline can

reduce the magnitude of mistakes because the process provides the means for continual monitoring.

I am presenting for your consideration the "Kaufman six-step process model" fully explained in *Education System Planning* by Roger A. Kaufman, published by Prentice Hall. This is not an easy book to read, but fully worth the time of the serious planner. Another publication that may prove to be very useful to those concerned with rational systematic planning and appropriate evaluation is a little booklet entitled *Independent Educational Management Audit: A System Approach.* This I co-authored with Roger Kaufman, Leon M. Lessinger, and Richard McVity. It is an unusual book because it offers no answers; it contains approximately 300 questions designed to help you discover the extent to which we now have a responsive system. We looked at not only what goes into the system by way of money and other resources, but what comes out of it—results. The book postulates a closed-loop accountability system, stressing both formative and summative evaluation.

Briefly, let me outline the six-step process which may be familiar to some of you.

Step 1—Identify problems from needs.

Step 2—Determine solution requirements and solution alternatives.

Step 3—Select solution strategies and alternatives. (Parenthetically, this is where most school districts begin)

Step 4—Implement solution strategies.

Step 5—Determine performance effectiveness. (This is a summative evaluation)

Step 6—Revise plan as required. (This is a formative evaluation and one in critical short supply in education)

Actually, when you get down to it, the planning model I have outlined is little more than applied horse sense. Its great value lies in the precise definition of *need* as being the gap or discrepancy between a current program situation and a hoped-for situation. Because we are dealing in educational gaps, we are forced to spell out objectives in performance terms. But like so many simple-sounding constructs, it is much easier to talk about than do; but it is do-able and the consequences for educators and learners can be substantial.

Now we are to the point of the question I pose in the title of this address—"Year-Round Education: A Solution in Search of a Problem?"

The question I have for the audience is this: If you are considering year-round schooling, how would you respond to the following questions? (Incidentally, these are included in the book *Independent Educational Management Audit*)

____1 What steps have been taken to assess educational needs on a district-wide basis, i.e., to determine the gaps between current program outcomes and desired or required program outcomes?

____2 What steps have been taken to establish a formal plan based on the needs assessment?

____3 What steps have been taken in developing the school budget to provide for means of assuring program accountability?

____4 Which of the "partners in education" were involved in assessing the needs and development of the program budget?

____5 What steps have been taken by the district to establish and maintain relationships with business and industry and the community at large?

____6 How are program decisions made so as to assure adoption of the most cost-effective solutions?

____7 What steps have been taken to establish periodic reviews of previous institutional objectives to assure their relevancy in terms of current needs?

____8 Which evaluation instruments are utilized to measure progress in meeting performance objectives based on documented needs?

Precisely then if you have decided on year-round schools:

1. Has there been a needs assessment (Step I in the model)?
2. Have you determined the solution specifications based on identified needs?
3. Have you involved all the education partners in the needs assessment and planning?
4. Before implementing or proposing a plan, have various alternative courses of action been considered, based on cost-effectiveness factors?
5. Is there a complete listing of WHAT is to be done to meet identified needs and this done separately and before HOW to meet the needs was determined?

It is possible you may have concluded I'm not overly enthusiastic about year-round education. The fact is, I am a strong proponent.

Year-round education has much to offer, but miseducation applied the year-round can hardly be better than that restricted to nine or 10 months. We must, while we are considering instrumentalities, ask what education is for. Education, after all, is the key word; not year-round.

John Ruskin said it a long time ago:

> The entire object of true education is to make people not only do the right thing, but to enjoy the right things; not merely industrious, but to

> love industry; not merely learned, but to love knowledge; not merely just, but to hunger and thirst after justice.

And I submit that if, in our charter for better educational opportunities for all children we adopt Bloom's credo:

> We are convinced that the grade of A as an index of mastery of a subject can, under appropriate conditions, be achieved by up to 95 percent of the students in a class.

Then, we will enter a new and exciting era.

The most insidious, subversive force we have against equity in education, against the fostering of human possibility, is the practice of normalizing children. If anything has been our center in the past 50 years in education, it is the ubiquitous norm. We normalize children in a variety of ways: by intelligence, by sex, by region, and by race.

What do our norms do for us? For one thing, the concept of learning for mastery enunciated by Bloom "goes out the window." Why? Because, norms place us in a posture of conceding that a fixed percentage must fail or be low-achievers.

And there is an inescapable logic to the norm: Fully half must fall below the norm and half above. Somewhere in the middle, you would think is Mr. Right. Wrong. He is the "C" student.

Now that there is talk about accountability, the norm is gaining greater ascendency. If most of the students in Washington and New York fall below the norm in reading, then the fault is either the students' who are after all disadvantaged or the teachers'. The deficiencies of our normative system are not looked at. It occurs to few that norms provide little basis for engineering a program. There is little in norms, as such, that provides real diagnostic help to the teacher. Since they are based upon a refined sampling of items, the teacher does not know, until too late, whether children have mastered specific objectives. What is required, in addition to personal accountability, is system accountability. In too many cases, teachers and students are taking the rap for an obsolete, inefficient delivery system. Are year-round schools going to redress the inadequacies of our present non-system of education?

Buckminster Fuller, declared by many to be a modern renaissance man and the genius of his age, wrote:

> I am convinced that neither I nor any other human, past or present, was or is a genius. I am convinced that what I have, every physically normal child also has at birth. We could, of course, hypothesize that all babies are born geniuses and get swiftly degeniused. Unfavorable circumstances, shortsightedness, frayed nervous systems, and ignorantly

articulated love and fear of elders tend to shut off more of the child's brain capability valves.

What if Fuller is right?

Whether he is or not is speculative. But the stuff of Bloom's dicta is more substantial in the sense it is grounded on some highly impressive research. Genius is prescient and already studies in human potentiality give indications that Fuller's statement is more than idle speculation.

And if Fuller is right? What then?

It's possible the connection between considerations of norms and year-round education appear to be tenuous. It is the heart of the matter. My belief is that unless we see learning mastery at the center of our plans, year-round education may well turn out to be the same old education year-round. Along with our resolve to organize year-round schools, we must develop a Magna Charta for learners based upon a belief that potentiality can become actuality for all God's children through the educative process.

Under the hard crust of tradition and self-fulling prophecies lies the potential of American education. We have the "plow to break the crust." We have the conceptual and technological tools to make every kid a winner. And through year-round education, we can magnify the effort. But do we have the will? That is the question. Can we dampen our desperation enough to choose judiciously our targets and select the best means for accomplishing desired ends?

We are at a stage of a delicate balance in education where a slight movement can spell demise or a new era. I am optimistic enough to think we are headed for a new and exciting era in education.

TEXAS FOUR-QUARTER SYSTEM

H. E. Phillips

In the last legislature, House Bill 1078 which was passed contained three basic statements. The first basic statement directed the State Department of Education to restructure the curriculums so that what was being taught in two 90-day semesters could be taught in three 60-day quarters. It directed all school districts to convert to the quarter system by September 1, 1973. Permission was given for schools to operate on four quarters, with some or all of the schools in the district on the quarter system, with local boards determining which pupils would go which three quarters and which pupils would be counted eligible for attendance for any three or four quarters. So that is really our quarter system. It established a system for change but did not mandate operational change. It did mandate curriculum change.

Prior to that legislative session, hearings were conducted over the state in the various population centers. The primary intended purpose of the hearings was to slow down the building of buildings and to get more use out of the buildings that were already built. We were having bond issues defeated with great regularity. This indicated that the people did not want the buildings; they did not want to pay the high interest rates that were being charged on bonds. We also had a law that limited to six percent the interest that school districts could pay on school building bonds. The meetings at the hearings over the state were not well attended; and in the areas of the state with most opposition to the legislation, there was very sparse attendance. This was primarily in the western part of the state.

The law was passed and sent to the governor. We have an administrators' meeting at Texas University each June and a meeting was held at that time, and a telegram was sent to the governor asking him to veto the bill. Apparently he signed the bill early in the morning, just before the telegram was delivered, so that the legislation passed and became a law. I thought we had good laws prior to that. If the leadership had been expressed, we wouldn't have needed a law for the quarter system. The Texas law on attendance defines the school day as seven hours, the school week as five days, the school month as 20 days, and the scholastic year as beginning September 1 and ending August 31. The operation of a school program within that period is for 180 days, and simply the fact that it became 180 consecutive days starting September 1 was the result of administrative action by the State Department of Education; and the primary reason for

that was that all the teachers' contracts started on September 1 and ended nine months or ten months later. Consequently, when school is normally out, there are more teachers to teach children. So that becomes the end of the school year. It was surprising to me when we learned that many school people did not know they had the opportunity to operate within the scholastic year for 180 days' instruction. That was the situation in June of 1971. We started developing guidelines for quarter operation. Fortunately, there had been approximately a half dozen people in the agency who had been to seminars on year-round education who had become aware of the various school programs that related to quarter-system operation. We directed almost all of our attention to the secondary program, grades seven through 12, and found that handling Carnegie units and half-credit courses in terms of half Carnegie units was a problem. Our unit of credit is 160 clock hours; and since there are 180 days of instruction, 60 days would be about one third of a unit.

We had no experience on which to develop a quarter system program, so we made arbitrary decisions. We decided to operate and then evaluate those decisions that we have made and make changes in 1975, '76, and on down the road, whenever changes appear to be needed. We prepared guidelines in January or February of 1972. We had been studying the Atlanta plan on curriculum design. A few districts were already involved in looking at the Atlanta-type curriculum, and we have had 36 school districts operating on the quarter system in 1972-73. We will probably have in excess of 200. We have about 1100 districts in the state, of which 944 districts have one high school and about 45 districts have two or more high schools. Out of those 45 districts with two or more high schools, I expect half of them will have some or all of their high school programs on the quarter system in 1973-74. Many districts did nothing, and because of that, there was at the beginning of this legislation a petition to the government to delay the implementation of the quarter system until 1975. I think the delay of two years was needed. In fact, on those recommendations in the original bill, the date 1973 was stricken and 1975 included, but that was ignored. Then they came back two years later and delayed it until 1975. Two years is not enough time to plan for a state conversion. It takes about 15 or 18 months for a district really to get into a quarter system.

In committing schools to operate on the 60-day quarter, we have allowed, as far as school organization schedules are concerned, two basic patterns. One is a 55-minute period, six or seven periods a day, and the other is an 80-minute period, four or five periods a day. Most of the schools are operating five periods. Some are going to operate four 80-minute periods and one 55-minute period. Woolworth was the initiator for city schools of the 80-minute period, and they did it at the time in order to preserve the integrity of the Carnegie unit or the half unit of credit. Eighty clock hours are required for a half unit of credit, so 60 days, 80 minutes a period, gives 80 clock hours. Pupils taking

fewer courses are in class longer, but the primary objective was to change teacher behavior. Some thought that many teachers could not lecture for 80 minutes, and they are getting some change in teacher behavior with the 80-minute period. We will not disturb the curriculum at this particular time. The 80-minute period was seen as a means of implementing improved curriculum if teacher behavior could be changed. With the 55-minute period, really nothing changes in half-unit courses. It does force a school into making decisions as to whether the prior half-unit courses will be for one quarter or for two quarters. We are finding in many schools that all half-credit courses are becoming three-quarter courses. In other words, they have intentionally eliminated half-unit courses by going to three quarters, mainly for easy scheduling. We have a number of schools that are really going into basic curriculum revision based on the belief that there is something good about the way the Atlanta schools are operating and the way they have developed curriculum. We recognize the opportunity to expand learning opportunities and do a better job of individualizing instruction. It means tailoring the program to better meet the needs of the students.

In the 80-minute period we have run into two very serious problems. One is athletics. One standard says athletic periods shall be for one period of the school day, so we are going to say that 80-minute period athletics will be for 55 minutes of the school day. That is going to be a problem. The other real problem is in vocational courses. Vocational agriculture, instead of being a one-period course, is really a period and a half or a credit and a half course. This is an 80-minute period. So a vocational agriculture teacher who was teaching four 55-minute periods plus a planning period and a period for supervising projects now is working four periods of a school day, which is essentially a full school day in class. We will just have to wait and see, but these are the problems incurred in athletics and vocational agriculture in particular.

That is briefly an overview of what has happened in Texas and where we are today. We will have approximately 200 school districts on the quarter system this next year. All schools will be converting to year-round education in 1975, and we are still studying it. In January we will report any changes in our guidelines.

MEETING OF STATE EDUCATION AGENCY REPRESENTATIVES

Minutes of the Organizational Meeting of the Year-Round Education State Departments of Education Committee

Eleven representatives of the various state Departments of Education met at the Fifth National Seminar on Year-Round Education to form a separate organized group of representatives of the States' Departments of Education. A list of those attending is attached to these minutes.

Mr. Charles E. Clear, acting as temporary chairman, called the meeting to order. By acclamation, the group voted to transact business as a Committee of the Whole.

The temporary chairman called for election of officers. The following were elected for the three offices created by the group:

President, Dr. Bruce Campbell, New Jersey State Department of Education
Vice President, Mr. Hadley Thomas, Arizona State Department of Education;
Secretary, Ms. Ione Stewart, Texas State Department of Education.

The newly elected officers assumed their duties immediately following the election.

It was agreed that the name of the organization would be Year-Round Education State Departments of Education Committee. The term "the committee" will be used herein-after in these minutes to refer to the total group.

Discussion was held regarding the possibility of the committee serving as a clearinghouse for research and dissemination of information to State Departments of Education. Goals for the committee were identified as including:

1. Coordinating research,
2. Composing a newsletter,
3. Obtaining a liaison representative in each state Department of Education,
4. Updating ERIC information, and
5. Increasing state Departments of Education participation in this committee.

The president will be in contact with committee members in the coming year for further organizational activities.

IONE STEWART
Secretary

State Representatives present at the organizational meeting of the "Year-Round Education State Departments of Education Committee."

Name	Title	Address
Charles E. Clear	Director of Research	Virginia Department of Education, Richmond, Virginia 23216
Wallace W. LaFountain	Curriculum Consultant	State Department of Education, Augusta, Maine 04330
Fred M. Knoche	Program Coordinator	Illinois Office Superintendent of Public Instruction, Research Section, 216 East Monroe, Springfield, Ill. 62704
John G. Economopoulos	Consultant, Elementary School Services	Division of Instruction Concord, New Hampshire 03301
H. T. Conner	Assistant Superintendent Research & Development	N.C. Department of Public Instruction, Raleigh, North Carolina 27602
George Thomas	Consultant for the State Education Department, Division of Vocational Education Research	State Education Department Room 468 Albany, New York
Hadley A. Thomas	Deputy-Associate Supt. Director of ESY	Arizona State Department of Education, 1535 Jefferson Phoenix, Arizona
Charlie Head	Title III Director	308 Collies Drive Norman, Oklahoma 73069
Robert K. Rice	Consultant, YRS	721 Capitol Mall, Rm 368 Saeto, California 95814
Ione Stewart	Chief Consultant	Division of School Accreditation, Texas Education Agency, Austin, Texas 78701
Bruce Campbell	Director, Extended School Year Programs, New Jersey State Department of Education, 1000 Spruce Street, Trenton, New Jersey 08638	New Jersey State Department of Education, 1000 Spruce Street, Trenton, New Jersey 08638

REPORT ON A NATIONAL SURVEY OF YEAR-ROUND EDUCATION PROJECTS

Bruce Campbell

The idea of this survey was generated in planning sessions for the 5th National Seminar on Year-Round Education sponsored by the Virginia Department of Education. It was apparent that much information important to the year-round education movement was available only from widely scattered sources which made collection onerous and led to the further task of organization of the data once they were in hand. The Virginia Department of Education asked and received the assistance of the New Jersey Department of Education in surveying state and outlying district education agencies to secure and put into usable form the needed information.

Users of this survey are invited to make comments and suggestions toward improving the second survey which will be undertaken early in 1974. Users also are invited to reproduce any part or parts of the document, since only a short press run is possible at this time.

While not as complete as we know this survey can be, it is our hope that it will be of use to those with responsibilities for researching, planning, developing and operating year-round education programs at the state and local levels. We are pleased to have had the opportunity to cooperate with the Virginia Department of Education in this project.

YEAR-ROUND EDUCATION ACTIVITIES IN THE UNITED STATES

Summary Data

1. Total number of programs in feasibility, planning, operation—100. See Tables I and II.
2. Total number of states with programs—feasibility, planning, operation—34. See Tables I and II.
3. Total number of states with operational programs—18. See Table I. AZ, CA, CO, FL, GA, IL, KY, MI, MO, NV, NH, PA, TX, UT, VT, VI, WA.
4. Number of states with pending legislation—3. See Table I. AK, AR, IL.
5. Number of states that did not return survey—8. See Table I. AL, CZ, KS, MA, NC, ND, PR, WA.
6. Number of programs per state—Table II.

7. Funding sources—Table III.
8. Type of plan—Table IV.
9. Type of project by beginnig date—Table V.
10. Grade levels—Table VI.
11. Total number of students in identified programs—Table VII.
12. Purpose of projects—Table VIII.
13. Extent curriculum change—Table IX.
14. Teacher contract effects—Table X.
15. Evaluation status—Table XI.

Table I

COMPOSITE DATA

States and Outlying Districts in Survey*

AL	nr	KS	nr	ND	nr
AK	L	KY	op #1	OH	#1
AS	nr	LA	no programs	OK	#1
AZ	op #5	ME	no programs	OR	#1
AR	L	MD	no programs	PA	op #12
CA	op #17	MA	nr	PR	nr
CZ	nr	MI	op #2	RI	#3
CO	op #4	MN	op #1	SC	#1
CT	no programs	MS	no programs	SD	no programs
DE	no programs	MO	op #1	TN	#2
FL	op #6	MT	#1	TX	op #1 (2)
GA	op #2 (1)	NB	#1	UT	op #1
GU	Incomplete data	NV	op #1	VT	op #1
HI	#1	NH	op #2	VA	op #8
ID	no programs	NJ	#9	VI	#1
IL	L op #1	NM	#1	WA	op #1
IN	no programs	NY	#1	WV	no programs
IA	#1	NC	nr	WI	#7
				WY	#1

*Key: nr—no return, L—legislation, op—operational, #—number of programs in state.

(1) There are other programs; data incomplete
(2) Statewide

Table II

PROGRAMS PER STATE

AZ	5	OR	1
CA	17	MI	2
CO	4	MN	1
FL	6	MO	1
GA	2(1)	MT	1
HI	1	NB	1
IL	1	PA	12
IA	1	RI	3
KY	1	SC	1
NV	1	TN	2
NH	2	TX	1(2)
NJ	9	UT	1
NM	1	VT	1
NY	1	VA	8
OH	1	VI	1
OK	1	WA	1
		WI	7
		WY	1

(1) Incomplete data
(2) Statewide

Total—100 programs

Table III

FUNDING SOURCES

Self-financed	39
Title I	2
Title III	12
Special Federal	1
State grant	33
Not indicated	21

Table IV

TYPE OF PLAN

	Total	Operational	Study/ Planning
1. Voluntary 4-quarter	16	9	7
2. 4-quarter 50-15	1	1	
3. 45-15	39	22	17
4. 45-15 block	1	1	
5. Staggered attendance	5		5
6. Flexible	3	2	1
7. Qunimester	6	3	3
8. Trimester	2	0(1)	
9. Extended summer session	2	1	1
10. 6-term plus summer	1		1
11. Continuous progress	3	2	1
12. 4-1-4-1	2	1	1
13. Not yet determined/under study	6		6
14. Not indicated	15		15
		42	

(1) Operational but recently abandoned (Florida)

Table V

TYPE OF PROJECT BY BEGINNING DATE

Date	Feasibility	Planning	Pre-Imple-mentation	Operation	Abandoned	Not Indicated
1964				1		
1968-9				3		
1969-70	1			1		
1970-71				3		
1971-2	4			9	1(1)	
1972-3	15	5	2(2)	25	1	
1973-4	4	7	2	2		
1974-5	4	1				
Date not injdicated	17	1				1

(1) Operational since 1964, recently abandoned
(2) Includes 30 pilot schools in Texas

Table VI

GRADE LEVELS

P-5 (1)	2	6, 7 and 8	2
P-6	13	7-12	3
P-7	1	8-12	2
P-8	13	9-12	13
P-9	1	10-12	1
P-12	28	College—fresh. and soph.	1
5 & 6	1	Not indicated	16

(1) P indicates pre-first grade including nursery, kindergarten and others.

Table VII

NUMBER OF STUDENTS IN IDENTIFIED PROGRAMS

AK		0	HI		1,859	MI		471	NM		1,500	TN		Not Indicated
AZ		8,500	ID		0	MN		1,000	NY		5,200			
AR		0	IL		2,600	MS		0	OH		Not Indicated	TX		56,000
CA	(1)	8,881	IN		0	MO		2,700				UT		477
CO	(2)	2,099	IA		Not Indicated	MT		Not Indicated	OK		10,709	VT		1,000
CT		0							OR		4,500	VA		30,479
DE		0	KY		95,682	NB		4,800	PA	(7)	330	VI		Undetermined
FL	(3)	130	LA		0	NV		700	RI		6,785			
GA	(4)	44,000	ME		0	NH	(5)	1,287	SC		20,000	WA		4,200
GU		0	MD		0	NJ	(6)	24,215	SD		0	WV		0
												WI	(8)	19,000
												WY		14,000

Number of programs which did not indicate student numbers—42

Total number of students—374,004

1. Plus 24 schools
2. Plus 3 programs undetermined
3. Plus 5 not indicated
4. Incomplete
5. Plus 1 not indicated
6. Plus 1 not indicated
7. Plus 10 not indicated
8. Plus 3 not indicated

Table VIII
PURPOSE OF PROJECTS

Space utilization	58
Curriculum improvement	68
Reduction in capital outlay	4
Staff utilization and productivity	2
Not indicated	15

Table IX
EXTENT CURRICULUM CHANGE

Under Study	4
Little or no change	5
Moderate change	4
Major change	49
Not indicated	49

Table X
TEACHER CONTRACT EFFECTS

Under study	6
Minimal or no effect	9
Optional—voluntary	22
Extensive	3
Not determined	7
Not indicated	56

Table XI
EVALUATION STATUS

Under study	2
Being designed	33
In process	4
Completed	19
Evaluation contract	1
Not indicated	44

State	1.1 Project Title	1.2 Name of District of School District-wide *	1.3 Name of Superintendent	1.4 Mailing Address	1.5 Name of Project Director	1.6 Mailing Address	2.1 Type of Project	2.2 Funding Source	2.3 Type Plan	2. Begin De
AL	Did not return survey									
AK	1. No programs in operation 2. Enabling legislation has been introduced									
AS	Did not return survey									
AZ	Extended School Year	Yuma Union High School District	W. A. Canode	3150 Avenue A Yuma, AZ 85364	Not yet appointed	1.4	Not indicated	Self-financed	Voluntary 4-quarter	June
AZ	Project Utilization of School Environment	Apache Junction Public School	Dr. Thomas Reno	PO Box 879 Apache Junction, AZ 85220	1.3	1.4	Feasibility study	Self-financed	Under study	July
AZ	Year Round High Schools	Phoenix Union High School	Dr. Gerald De Grow	2526 W. Osborn Phoenix, AZ 85017	Dr. Terry Terril	1.4	Feasibility Planning Operational	Title III	4-quarter	July
AZ	The Twelve Month School Year	Roosevelt School District #66	Dr. Russell A. Jackson	6000 S-7th Street Phoenix, AZ 85040	Margaret Smith	1.4	Planning	Self-financed	45-15	Fall
AZ	Not indicated	Scottsdale District #48	Dr. Gabriel Reuben	3811 North 44th Street Phoenix, AZ 85018	Mr. Steve Simon	4320 North Scottsdale Rd., Scottsdale, AZ 85251	Feasibility study	Not indicated	4-quarter and 45-15 in elementary school	Sep
AR	1. No programs in operation 2. An assembly bill has been prepared but not yet introduced to authorize Extended School Year programs									
CA	Not indicated	La Mesa-Spring Valley Elementary School District	James Runge	4750 Date Avenue La Mesa, CA 92041	Not indicated	1.4	Operational	Not indicated	45-15 staggered	1971
CA	Not indicated	Old Adobe Union Elementary School District	Dean Magowan	1600 Albin Way Petaluma, CA 94952	Not indicated	1.4	Operational	Not indicated	45-15 staggered	197
CA	Not indicated	Ocean View Elementary School Distr.	James Carvell	7972 Warner Avenue Huntington Beach CA 92647	Not indicated	1.4	Operational	Not indicated	45-15 staggered	1972-
CA	Not indicated	Pajaro Valley Joint Unified School Dist.	John Duncan	165 Blackburn Street PO Box 630 Watsonville, CA 95076	Not indicated	1.4	Operational	Not indicated	45-15 staggered	1972-
CA	Not indicated	San Diego City Unified School Dist.	Thomas Goodman	4100 Normal Street San Diego, CA 92103	Not indicated	1.4	Operational	Not indicated	45-15 staggered	1972-
CA	Not indicated	Elk Grove Unified School District	Glenn Houde	Elk Grove, CA 92624	Not indicated	1.4	Preimplementation planning	Not indicated	45-15 staggered	1973-
CA	Not indicated	Escondido City Elem. School Dist.	James Slezak	Fifth & Maple Streets Escondido, CA 92025	Not indicated	1.4	Operational	Not indicated	45-15 staggered	1972-
CA	Not indicated	Hayward Unified School District	Raymond Arveson	1099 "E" Street PO Box 5000 Hayward, CA 94541	Not indicated	1.4	Operational	Not indicated	50-15 4 quarter plan	1968

.3 e Plan	2.4 Beginning Date	2.5 Grade Levels	2.6 Number of Pupils	3.1 Purpose	3.2 Extent Curriculum Change	3.3 Teacher Contract Effects	3.4 Evaluation Status	Other Comments
ary 4- r	June 1973	9-12	1,000	Space utilization Program improvement	Under study	Under study	Being designed	
study	July 1972	K-12	1,500	Space utilization Program improvement	Under study	Teachers option to teach 12 months or 3 quarters under study	Being designed	
ter	July 1972	9-12	2,000	Curriculum revision Reduction in capital outlay	Total curriculum revision	Under study	Information based evaluation strategy	
	Fall 1973	K-8	To be determined	Space utilization	Not indicated	Still in preliminary stages	Being designed	
er and n ary	Sept. 1974	K-12	4,000	Space utilization Program improvement	Not indicated	Not indicated	Under study	
staggered	1971-1972	K-8	3 elem. & 1 middle school	Space utilization Program improvement	Not indicated----------	----------	----------	----------
red	1972-1973	K-6	2 Elem. schools	Space utilization	Not indicated ----------	----------	----------	
red	1972-1973	K-8	2 Elementary Schools	Not indicated----------	----------	----------	----------	Neither school overcrowded. Full time equivalent staffing concept and criterion referenced continuum of skills characterize the plan. District desires to test the plan.
red	1972-1973	K-8	4 Elem. & 1 middle schools	Not indicated	Not indicated----------	----------	----------	Intensive community involvement and study characterize the plan
red	1972-1973	K-6	6 Elem. schools	Save space allocation money	Not indicated----------	----------	----------	
red	1973-1974	High school	Not indicated 1 school	Program improvement	Very extensive	Not indicated----------	----------	
red	1972-1973	K-6	Not indicated 3 schools	Space utilization and Program improvement	Not indicated----------	----------	----------	
ter plan	1968 & 1972	K-6	2 schools	Not indicated----------	----------	----------	First evaluation presented in 1970 very favorable	District attendance is decreasing.

State	1.1 Project Title	1.2 Name of District of School District-wide *	1.3 Name of Superintendent	1.4 Mailing Address	1.5 Name of Project Director	1.6 Mailing Address	2.1 Type of Project	2.2 Funding Source	2.3 Type Plan	2.4 Beginning Date
CA	Not indicated	Hesperia Elem. School District	Howard Carmichael	16079 Main Street Hesperia, CA 92345	Not indicated	1.4	Operational	Not indicated	45-15 staggered	1972-1973
CA	Not indicated	Lakeside Union* Elem. School Dist.	Robert Muscio	12335 Woodside Avenue PO Box 578 Lakeside, CA 92040	1.3	1.4	Operational	Self financed	45-15 staggered	1972-1973
CA	None indicated	ABC Unified School District	Charles Hutchison	17923 South Pioneer Blvd. Artesia, CA 90701	Not indicated	1.4	Operational	Not indicated	Flexible	1971-1972
CA	Not indicated	Bear Valley Unified School District	Ralph Bell	41220 Park Avenue P.O.Box 1509 Big Bear Lake, CA 92315	Not indicated	1.4	Operational and planned operational	Not indicated	45-15 staggered	1972-197
CA	Not indicated	Berryessa Union School District	F. Gregory Betts	935 Piedmont Road San Jose, CA 95132	Not indicated	1.4	Operational	Self-financed	45-15 staggered	July 197
CA	Not indicated	Chula Vista City School District	Burton C. Tiffany	84 East 5th Street Chula Vista, CA 92012	Not indicated	1.4	Operational	Not indicated	45-15 staggered	July 197
CA	Not indicated	Corona Norco Unified School District	Charles Terrell	300 Buena Vista Avenue Corona, CA 91720	Not indicated	1.4	Operational	Not indicated	45-15	1972-197
CA	Not indicated	San Joaquin Elementary School District	Ralph Gates	14600 Sand Canyon Drive East Irvine, CA 92650	Not indicated	1.4	Operational	Not indicated	45-15 staggered	1972-197
CA	Not indicated	Santee Elementary School District	Charles Skidmore	9625 Cuyamaca Street P.O.Box 220 Santee, CA 92071	Not indicated	1.4	Operational	Not indicated	45-15 block	1972-197
CZ	Did not return survey									
CO	Not indicated	Jefferson County School District R-1	Dr. Alton W. Cowan	Box 15128 Denver, CO 80215	Mr. William Mitchell, Bear Creek Area Administrator	5115 S. Kipling, Morrison, CO 80465	Preimplementation	Self-financed	45-15	Summer 1973
CO	Not indicated	Boulder Valley School District RE-25	Dr. Barnard Ryan	P.O.Box 11 Boulder, CO 80302	Not indicated	1.4	Feasibility study for elementary schools	Seeking state legislation for funding. Currently self-financed	45-15	Fall 197
CO	Year Round Educ. Program at Cunningham Elementary	Cherry Creek School District, Cunningham Elem. School	Dr. Richard Koeppe	4700 South Yosemite Englewood, CO 80110	Mr. Vern Shelley, Principal	9659 E. Mississippi, Denver, CO 80231	Operational	Self-financed	45-15	Sept. 19
CO	Not indicated	Colorado Springs District #11	Dr. Tom Doherty	1115 N. El Paso Colorado Springs, CO 80903	Not indicated	1.4	Planning	Self-financed	Two 16 week sessions divided by two 8 week vacations	July 197
CT	No programs									
DE	No programs									

2.3 pe Plan	2.4 Beginning Date	2.5 Grade Levels	2.6 Number of Pupils	3.1 Purpose	3.2 Extent Curriculum Change	3.3 Teacher Contract Effects	3.4 Evaluation Status	Other Comments
ered	1972-1973	K-6	2 schools	Not indicated				Classes will be provided for students electing the traditional school year within existing schools
red	1972-1973	K-8	3,898 entire district	Not indicated				
ble	1971-1972	Elem.	Not indicated 1 school	Program improvement	Not indicated			The California data is based on a summary sheet from the California State Department. More complete information will have to be obtained from the school districts themselves.
5 gered	1972-1973	5 and 6 1 school	1,483	Ease overcrowding	Not indicated			
5 gered	July 1972	K-6	1,000 1 school	Ease overcrowding	Not indicated		Evaluation contract	
5 gered	July 1971	K-6	4 schools	Ease overcrowding	Not indicated			
5	1972-1973	Elem. & Jr. High	4 schools 1,600 approx.	Evaluate educational progress of students who volunteered for year round school	Not indicated			
5 gered	1972-1973	K-8	1 school 900	Space saving Educational improvement	Not indicated			
5 k	1972-1973	K-8	1 school	Not indicated				
15	Summer 1973	K-12	Not indicated	Space utilization	Extensive	Not indicated		
15	Fall 1973	K-6	Not indicated	Space utilization	Not indicated			
	Sept. 1972	K-6	1,000	Space utilization	Not indicated	Minimal	In designing stages Spring 1973	
week s divided 8 week ns	July 1973	Russel Jr. High & Penrose K-6	1,099 Elem. undetermined	Space utilization	Not indicated			

State	1.1 Project Title	1.2 Name of District of School District-wide *	1.3 Name of Superintendent	1.4 Mailing Address	1.5 Name of Project Director	1.6 Mailing Address	2.1 Type of Project	2.2 Funding Source	2.3 Type Plan	2.4 Beginning Date
FL	Florida State Lab. School Trimester	Laboratory School FL State Univ. Tallahassee, FL	Not indicated	1.2	Ralph L. Witherspoon, Director	1.2	Operational but recently abandoned	Not indicated	Trimester	Fall 1964
FL	Bradford County Extended Summer Session	Bradford County Schools Starke, FL	Thomas L. Casey	1.2	C.M. Clark, Asst. Superintendent	1.2	Operational for 2 years abandoned	Title I and Leg. grant	Extended summer session	Summer 197 Summer 197
FL	S. Bryan Jennings Continuous Progress	S. Bryan Jennings Elem. School Orange Park Clay County, FL	Not indicated	1.2	Dr. Mary Zellner, Principal	1.2	Operational	FL Department of Education	Continuous progress	July 1970
FL	Cocoa High 45-15	Cocoa High School Brevard County, FL	Not indicated	1.2	Robert Blubaugh, Principal	1.2	Operational	School Dist.	45-15	July 197
FL	Dade County Quinmester	Dade County School, Dist. Miami, FL	Dr. E.L. Whigham	Dade County School District, Quinmester Program Miami, FL	Martin Rubinstein, Project Mgr.	1410 N.E. 2nd Avenue, Miami, FL 33132	Operational	Local and state funds	Quinmester	June 1971
FL	Nova ESY Plan 200 Day Continuous Progress	Nova Schools Fort Lauderdale Broward County, FL 33314	Not indicated	1.2	Warren C. Smith, Director	1.2	Operational	School district	200 day continuous progress	1971
GA	Atlanta 4-Quarter Year Round Program	Atlanta Public Schools	John Letson	2930 Forrest Hill Dr., SW Atlanta, GA 30315	Not indicated	----------	Operational	Self-financing	4-quarter	Sept. 196
GA		Fulton County Public Schools	Ed Baker	786 Cleveland Ave., SW Atlanta, GA 30315	Not indicated	----------	Operational	Self-financed	4-quarter	Sept. 196
GA	There are several other programs and studies in Georgia which, however, were not reported.									
GU	Incomplete data.									
HI	Kona 4-Quarter Program	Konawaena Elem. School, Intermediate & H.S. Hawaii School District	Mr. Harry C. Chuck	Hawaii District Office P.O. Box 1922 Hilo, HI 96720 Hawaii Ed. State Dept. P.O. Box 2360 Honolulu, HI 96804	Dr. Toshio & Steering Committee	1.4	Feasibility	State	4-quarter	Sept. 196
ID	No programs									
IL	The State Department of Education is offering state funding for feasibility studies regarding the 12 month school year. The money will be available during the 1972-73 school year.									

.3 e Plan	2.4 Beginning Date	2.5 Grade Levels	2.6 Number of Pupils	3.1 Purpose	3.2 Extent Curriculum Change	3.3 Teacher Contract Effects	3.4 Evaluation Status	Other Comments
ter	Fall 1964	K-12	Not indicated	Fuller facilities utilization Flexible pupil movement	Ungraded flexible movement	Mandatory attendance for 2½ trimesters	Not indicated	Plan has been abandoned. 1)Unpopular with parents, teachers and students. 2)Students tended to achieve less well and possess more adjustment problems in this ESY program than children in the regular school year.
ied session	Summer 1970 Summer 1971	K-12	Not indicated	Remedial, enrichment, acceleration	Add-on curriculum	Voluntary	Not indicated	
nuous ess	July 1970	K-5	Not indicated	Use of facilities	Extended school year 40 days	Voluntary staff for extra time	Not indicated	
	July 1972	9-12	130	1)Make comparison between 45-15 and traditional. 2)Relieve overcrowding. 3)See if students will be more motivated by shorter time in school. 4)Determine if teachers are more productive if given vacation time at end of each nine week period.	Unchanged	Volunteers	Not indicated	130 students on 45-15; rest of school on traditional school year.
ester	June 1971	7-12	Thousands, but number not indicated	Use of facilities, extensive curriculum revision, 1,300 courses offered.	Extensive	Some teachers on 10 mo., other teachers on 11½ month.	Not indicated	Florida information is extracted from a paper done by the College of Educ., Univ. of Florida.
y continu- ogress	1971	K-12	Not indicated	Encourage innovation, provide continuous progress learning	Extensive	Teachers serve on voluntary basis	Not indicated	
rter	Sept. 1968	8-12	32,000	Program improvement	Complete recasting, substantial desequentialization	3 quarters mandatory, 4th optional	On-going	
rter	Sept. 1968	8-12	12,000	Program improvement	Complete recasting, substantial desequentialization	3 quarters mandatory, 4th optional	On-going	Students pay tuition for fourth quarter.
arter	Sept. 1969	K-12	1,859	Economic & educaticnal benefits	Reordering of course content to fit quarter	No problem yet	Evaluation completed in 1971. Decision reached to discontinue project.	
ll be								

State	1.1 Project Title	1.2 Name of District of School District-wide *	1.3 Name of Superintendent	1.4 Mailing Address	1.5 Name of Project Director	1.6 Mailing Address	2.1 Type of Project	2.2 Funding Source	2.3 Type Plan	2.4 Beginning Date
IL		Valley View Dist. #365 U*	Kenneth Hermansen	104 McKool Avenue Romeoville, IL 60441	Not indicated		Operational	Now local	45-15	1970 (K-8) 1972 (9-12)
IN	1. Three school districts have submitted applications for feasibility studies. 2. Funds have been allocated but not released. 3. No programs are planned or in operation at this time.									
IA	1. All Year School Study 2. The Extended School Year	1. Urbandale Community School District 2. Polk County Board of Education	1. Dr. Lyle W. Kehm 2. K. W. Miller	1. 7101 Airline Avenue Urbandale, IA 50322 2. 112-116 Eleventh St. Des Moines, IA 50309	Joseph Millard	1.4	Feasibility study; survey of literature	Not indicated		
KS	Did not return survey									
KY	Elective Quarter Program	Jefferson County School District*	Dr. Richard Van Hoose	3332 Newburg Road P.O. Box 18125 Louisville, KY 40218	Gene McFadden	1.4	Operational	Title III & Self-financed	Voluntary 4-quarter	July, 197
LA	Has no programs									
ME	Has no programs									
MD	Has no programs									
MA	Did not return survey									
MI	45-15 ESY	Northville Public Schools	Raymond E. Spear	West Main Street Northville, MI 48167	Miss Florence Panattoni	1.4	Experimental participation voluntary	Title III	45-15	July, 197
MI	Tri-Distr. Extended School Year	East Lansing, Haslett, Okemos	Dr. Malcolm Katz	East Lansing Public Schools 509 Burcham Drive East Lansing, MI 48823	Mr. Herbert Gibbs	1.4	Operational	Title III	Quinmester	June, 197
MN		Mora Elementary School	Pius J. Lacher	Mora, MN 55051	1.3	1.4	Operational	Self-financed	45-15	July, 197
MS	No Programs									
MO	Francis Howell Year Round School Program	Francis Howell Elem. School Rt. 2 St. Charles, MO 63301	Dr. M. Gene Henderson	Francis Howell School District Rt. 2 St. Charles, MO 63301	Alan M. O'Dell	1.4	Operational	Self-financed	45-15	July, 196
MT		1. Missoula County H.S. 2. Columbia Falls H.S.	1. George Zellick 2. Robert Souhrada	915 South Avenue, West Missoula, MT 59801 Columbia Falls, MT 59912		1.4	Not indicated			
NB	Twelve Month Continuous School Program	Papillion Public Schools Papillion - LaVista NB 68046	Paul D. Basler	Paul D. Basler 130 West First Street Papillion, NB 68046	Dr. Stanley Wilcox	130 W. 1st Street Papillion, NB 68046	Feasibility study	Title III & LEA	45-15	July, 19

Plan	2.4 Beginning Date	2.5 Grade Levels	2.6 Number of Pupils	3.1 Purpose	3.2 Extent Curriculum Change	3.3 Teacher Contract Effects	3.4 Evaluation Status	Other Comments
	1970 (K-8) 1972 (9-12)	K-12	2,600	Adequately house pupils Prevent program erosion Save construction costs	Elem: open classroom Second: quarter courses	Range of options available	Elem: completed Second: in progress	
y 4-	July, 1972	1-12	95,682	Program improvement Space utilization	Complete rewrite and reorganization of the curriculum	Not indicated	Being designed	
	July, 1972	K-5	171	Improve program; demonstrate potential space savings	More flexible, more individualized	Participation voluntary at this time	Interim evaluation completed	
er	June, 1972	9-12	300	To find out how many students and staff will take advantage of opportunity.	Not indicated	None	Preliminary completed February, 1973	
	July, 1971	K-6	1,000	Space and program improvement	Flexible program	Eager	In process preliminary evaluation completed.	
	July, 1969	1-6	2,700	Space and staff utilization	Redesigned into nine week units	Extensive	Completed in past year by Danforth Foundation	1. Teachers may teach one or more 45 day periods. 2. Teachers may teach same group for four periods. 3. Teachers may teach two or more groups for nine month period. 4. Teachers may teach five 45 day periods. Copies of the evaluation can be obtained by writing Dr. Henderson.
	July, 1973	K-12	4,800	Program improvement and space utilization	Extensive: 1. Continuous progress skill subjects 2. Three week curriculum units 3. No Sequential programs	Per diem pay for teachers (planning stages)	Being designed	

State	1.1 Project Title	1.2 Name of District of School District-wide *	1.3 Name of Superintendent	1.4 Mailing Address	1.5 Name of Project Director	1.6 Mailing Address	2.1 Type of Project	2.2 Funding Source	2.3 Type Plan	2.4 Beginning Date
NV		Sun Valley Elem. School	Dr. Marvin Picollo	5490 Leon Drive Sparks, NV 89431	Charles E. Coyle, Principal	1.4	Operational	Self-financed	4-quarter	Sept. 1972
NH	Alvirne Quarterly Plan	Hudson School District	Peter G. Dolloff	Hudson Memorial School Thornine Road Hudson, NH 03051	Principal Alvirne H.S.	1.4	Operational	Self-financed NH Dept. of Ed. State Aid For Building Funds	4-quarter	Sept. 1972
NH	Project ESY	Keene School District	John Day	1 Elm Street Keene, NH 03431	Edward White	1.4	Feasibility study	Title III 1965	Voluntary 4-quarter	No information now
NJ		Monroe Twp. Public Schools	Clyde Stauffer	Maple Grove School Academy Street Williamstown, NJ 08094	Jay Tregellas	1.4	Feasibility study	State grant	Staggered attendance	Not determined
NJ		Long Branch Public Schools	William Meskill	6 West End Court P.O. Box 1 Long Branch, N 07740	Thomas Maggio	1.4	Feasibility study	State grant	Quinmester	Not determined
NJ		Gloucester Twp. Public Schools*	James Lilley	Charles Lewis School Davistown & Erial Roads Blackwood, NJ 08012	James Thompson	1.4	Feasibility study	State grant	Staggered attendance	Not determined
NJ		Mt. Laurel Twp. Public Schools*	Thomas Harrington	Hattie Britt School Mt. Laurel Road Moorestown, NJ 08057	Not indicated	1.4	Feasibility study	State grant	Staggered attendance	Not determined
NJ		Tenafly Public Schools	John Geissinger	27 W. Clinton Avenue Tenafly, NJ 07670	Florence Wallace	1.4	Feasibility study	State grant	Not yet determined	Not determined
NJ	Not indicated	Delran Public Schools*	Joseph Chinnici	Chester Avenue School Delran, NJ 08075	James Towson Joseph Chinnici	1.4	Feasibility study	State grant	Staggered attendance	Not determined
NJ	Not indicated	Warren Hills Reg. H.S. District	Eric Errickson	P.O. Box 169 Washington, NJ 07882	Robert Rhoads	Warren Hills Jr. High Carlton Ave. Washington, NJ 07882	Feasibility study	State grant	Not determined	Not determined
NJ	Not indicated	Washington Twp. Public Schools*	Willard Congreve	Bunker Hill School RFD #3 Sewell, NJ 08080	John Caggiano, Tony Fulgiriti	1.4	Feasibility study	State grant	Staggered attendance	Not determined
NJ	Northern Valley ESY	Northern Valley Reg. H.S. District*	Donald Watts	Administrative Offices Closter Plaza Closter, NJ 07624	Mathew Glowski	1.4	Planning	Title III	Not determined	July, 1973
NM	Extended School Year Study	Roswell Independent School Dist.	Roger Luginbill	Roswell Independent Schools 200 West Chisum Roswell, NM 88201	Robert Wilson	1.4	Feasibility study	Title III	Not determined	July, 1973
NY	Feasibility Study For Continuous Learning Year at Fashion Institute of Technology	Fashion Institute of Technology	Marvin Feldman, President	Fashion Institute of Technology W. 27th Street New York, NY	George Thomas	Bureau of Occupational Education Research State Ed. Dept. Rm. 468 Albany, NY 12224	Feasibility study	Vocational Ed. ESEA I	Continuous learning year five stream program	Nov. 1972
NC	Did not return survey									

2.3 pe Plan	2.4 Beginning Date	2.5 Grade Levels	2.6 Number of Pupils	3.1 Purpose	3.2 Extent Curriculum Change	3.3 Teacher Contract Effects	3.4 Evaluation Status	Other Comments
uarter	Sept. 1972	K-6	700	Space use	Minor	No problem yet	Formative evaluation in process	
arter	Sept. 1972	9-12	1,287	Program improvement	In process	Not indicated	Being designed	
tary 4-er	No information now	Not indicated----------						
ered dance	Not determined	K-12	3,800	Better space utilization	Not indicated----------		Preliminary designed	
ester	Not determined	10-12	1,275	Program improvement	Extensive recast in 45 day modules	Not determined	Preliminary designed	
ered dance	Not determined	K-8	5,238	Space utilization	Not indicated----------		Preliminary designed	
ered dance	Not determined	K-8	2,700	Space utilization	Minimal	Not determined	Preliminary designed	
et mined	Not determined	9-12	1,250	Program improvement	Mini Courses cooperative with evening adult school	Not determined	Preliminary designed	
ered dance	Not determined	K-12	2,452	Space utilization	Minimal	Not determined	Preliminary designed	
termined	Not determined	K-12	4,300	Space utilization Program improvement	Not indicated----------		Preliminary designed	
ered dance	Not determined	Not indicated--------		Space saving	Not indicated----------		Preliminary designed	
etermined	July, 1974	9-12	3,200	Program improvement & space economy	Extensive	Not indicated	Being designed	Mini courses & fewer sequential courses & learning activity packets
etermined	July, 1972	9-12	1,500	Program improvement	Develop 9 week curricular modules in all disciplines	Extended contract basis	In process of completion	
nuous ing year stream am	Nov. 1972	Community College Freshman& Sophomore	5,200	Space utilization, More effective program	Extensive 8 week learning periods	Exploring multiple teacher contract possibilities	Being designed	

State	1.1 Project Title	1.2 Name of District of School District-wide *	1.3 Name of Superintendent	1.4 Mailing Address	1.5 Name of Project Director	1.6 Mailing Address	2.1 Type of Project	2.2 Funding Source	2.3 Type Plan	2.4 Beginning Date
ND	Did not return survey									
OH		Butler County Schools		Third & Ludlow Streets Hamilton, OH 45011	Donald C. Morris	1.4	Curriculum development	Title III	Not indicated	----------
OK	Extended School Year	Healdton Public Schools* Moore Pub. Schools*	James Harrod Jerry Doyle	Healdton, OK 73438 Moore, OK	Charles Head	P.O. Box 400 Healdton, OK	Planning	Title III	No specified plan yet	Sept. 1972
OR		Molalla School Dist. #35 Gresham School Dist. #4	Wm. Jordan Gordon Russel	P.O. Box 107 Molalla, OR 97038 1400 S.E. 5th Gresham, OR 97030	None	None	Feasibility studies (3) Planning projects(10)	Self-financed	4-quarter 45-15	July, 1971 July, 1972
PA	Year Round School	Clarion State College	Dr. John McClain	Clarion Research Learning Center Clarion State College Clarion, PA 16214	1.3 & Mr. Donald Means	1.4	Planning	State grant	Flexible all-year school	1972-73
PA	Year Round School	Rochester Area School District*	Mr. Matthew Hosie	540 Reno Street Rochester, PA 15074	Mr. Thomas Skinner	1.4	Operational	State grant	Voluntary 4-quarter	1972-73 Sch. year
PA	Year Round School	Butler Area School District*	Dr. Samuel De Simone	167 New Castle Road Butler, PA 16001	1.3	1.4	Operational	State grant	Voluntary 4-quarter	1972-73
PA	Year Round School	Wissahickon School District	Dr. William Stautenburgh	Hauston Road Ambler, PA 19002	1.3	1.4	Feasibility	State grant	Not indicated	1972-73
PA	Year Round School	Fairview School District	Dr. Charles Shultz	Fairview, PA 16415	Dr. Frank Johnston	1.4	Feasibility	State grant	Not indicated	1972-73
PA	Year Round School	Gateway School District	Dr. J. E. Shafley	Administrative Office Monroeville, PA 15146	1.3	1.4	Feasibility	State grant	Not indicated	1972-73
PA	Year Round School	Pennsbury School District	Mr. William Ingraham	Yardley Avenue Fallsington, PA 19054	1.3	1.4	Feasibility study	Title III	Not indicated	1972-73
PA	Year Round School	Central Bucks Area School District	Dr. Ronald Huber	315 W. State Street Doylestown, PA 18901	1.3	1.4	Feasibility study	State grant	Not indicated	1972-73 Sch. year
PA	Year Round School	Neshaminy School District	Dr. Joseph Ferderbar	2061 Old Lincoln Hwy. Langhorne, PA 19047	1.3	1.4	Feasibility study	State grant	Not indicated	1972-73
PA	Year Round School	State College Area School District	Dr. Robert C. Campbell	131 W. Nittany Avenue State College, PA 16801	1.3	1.4	Feasibility study	State grant	Not indicated	1972-73
PA	Year Round School	Manheim Twp. School District	Mr. Raymond Dunlap	School Rd. Box 5134 Lancaster, PA 17601	1.3	1.4	Feasibility study	State grant	Not indicated	1972-73
PA	Year Round School	Millersville State College	Dr. Robert Labriola	Millersville, PA 17551	1.3	1.4	Planning	State grant	Not indicated	1973
PR	Did not return survey									
RI		Narraganset School Dept.	Mr. John O'Brien	29 Fifth Avenue Narraganset, RI 02882	Mr. David Hayes, Principal	1.4	Feasibility study	State reimbursed funds	45-15	1971-72
RI		Foster-Glocester Reg. School Dist.	Mr. Curtis Bumpus	RFD #2 North Scituate, RI 02857	G. Tetreault, Principal	John E. Fogerty Sch. Theodore Foster Dr. Foster, RI 02825	Feasibility study	State reimbursed funds	45-15	Not reported

2.3 Type Plan	2.4 Beginning Date	2.5 Grade Levels	2.6 Number of Pupils	3.1 Purpose	3.2 Extent Curriculum Change	3.3 Teacher Contract Effects	3.4 Evaluation Status	Other Comments
Not indicated	----------	----------	----------	----------	----------	----------	----------	
No specified plan yet	Sept. 1972	K-12	10,709	To meet student needs	Not determined----------	----------	Being designed	
4-quarter 45-15	July, 1971 July, 1972	1-8	4,500	Space utilization	Very little	Flexible 9½ month contract & 12 month	Being designed	
Flexible all-year school	1972-73	Nursery-12th	300	Program improvement	New curriculum	Not indicated----------	----------	
Voluntary 4-quarter	1972-73 Sch. year	K-12	Not indicated	Space utilization Program improvement	New curriculum	Not indicated----------	----------	
Voluntary 4-quarter	1972-73	7-12	Not indicated	Program improvement	New curriculum written	Not indicated----------	----------	
Not indicated	1972-73	Not indicated-------		Program improvement Space utilization	Not indicated----------	----------	----------	
Not indicated	1972-73	Not indicated-------		Program improvement Space utilization	Not indicated----------	----------	----------	
Not indicated	1972-73	Not indicated-------		Program improvement Space utilization	Not indicated----------	----------	----------	
Not indicated	1972-73	Not indicated-------		Space utilization Program improvement	Not indicated----------	----------	----------	
Not indicated	1972-73 Sch. year	Not indicated-------		Program improvement Space utilization	Not indicated----------	----------	----------	
Not indicated	1972-73	Not indicated----------		----------	----------	----------	----------	
Not indicated	1972-73	Not indicated----------		----------	----------	----------	----------	
Not indicated	1972-73	K-12	Not indicated----------					
Not indicated	1973	Middle Sch. Model Sch.	25-30	Program improvement	New curriculum	Not indicated----------	----------	
45-15	1971-72	K-6	880	Space utilization	Not indicated	180 day & 240 day contracts	Not indicated	
45-15	Not reported	K-12 or 5-12	1,300	Space utilization	Not indicated	180 day & 240 day contracts	Not indicated	

State	1.1 Project Title	1.2 Name of District of School District-wide *	1.3 Name of Superintendent	1.4 Mailing Address	1.5 Name of Project Director	1.6 Mailing Address	2.1 Type of Project	2.2 Funding Source	2.3 Type Plan	2.4 Beginning Date
RI	Fifth Quarter Plan	Cranston School Dept.	Dr. Joseph Picano	845 Park Avenue Cranston, RI 02910	Dr. Guy DiBiasio, Dir. of Curriculum; Mr. Carlo Gambo, Dir. of Grant Pro.; Mr. Arnold Rogers, Dir. of Project Pace Setter		Planning	Title III	Quinmester	Summer 73
SC	None reported	1. Rock Hill School District #3 2. Spartanburg Sch. District #7	1. B.J. Savage 2. Dr. J.G. McCracken	1. 522 East Main Street Rock Hill, SC 29730 2. Dupre Drive Spartanburg, SC 29301	1. Mr. Chas. Hall 2. Dr. John Tillotson	1.4 1.4	Curriculum revision & development, implementation	Title III, State, Local	Quinmester	Fall 197
SD	No programs									
TN	Memphis School Calendar Study	Memphis City Schools*	John Freeman	2597 Avery Avenue Memphis, TN 38112	Dr. Shelby Counce	1.4	Study	Not indicated		
TN		Knox County Schools*	Miss Mildred Doyle	400 W. Hill Avenue Knoxville, TN 37902	Mr. Sam Bratton	1.4	Feasibility study	Self-financed	Quinmester Voluntary 45-15 Volun. 4-quarter	Not before July, 197
TX	Quarter System	Mandatory for entire state in 1973-74	All public schools in TX	Texas Educational Agency 11th & Brazos Streets Austin, TX 78746	Mr. Ira E. Huchingson, Coordinator	1.4	39 pilot schools in 72-73 & agency task force	Pilot schools, local funding; agency groups regular budget	Quarter system	72-73
UT		Grant Elem. School Nebo School Dist.	Dr. Joe A. Reidhead	50 South Main Spanish Fork, UT 84660	Waldo Jacobson, Principal	Springville UT 84663	Operational	Local district	Flexible sched. child must attend 180 days out of 225	Aug, 197
VT	Not indicated	Champlain Valley Union High School, Hinesburg, VT 05461 Chittenden South Supervisory District	Mr. Theodore Whalen	Office of Supt. Shelburne, VT	Mr. John Olsen, Princ. Mr. Paul Rice, Asst.	1.2	Operational	Self-financed	Multiple access curriculum & calendar, 11 9-week overlapping quarters, voluntary	Sept, 197
VA	Prince Wm. County Year Round School	Garfield Senior High School	Mr. Herbert Saunders	Prince Wm. County School Board Office, Manassas, VA 22110	Dr. William Volk	1.4	R & D	State grant	Multiple entry 45-15 and conventional year.	July, 197
VA		Bel Air, Dale City, Minnieville and Neabsco Elem. Schs. Prince William County	Mr. Herbert Saunders (Interim Supt.)	Prince Wm. County School Board Office, Manassas, VA 22110	Dr. William Volk	1.4	Operational	Self-financed	45-15	June, 197
VA		Mills E. Godwin Middle School	Mr. Herbert Saunders (Interim Supt.)	14800 Darbydale Avenue Woodbridge, VA 22191	Mr. R. Dean Kilby	1.4	Operational	Self-financed	45-15	June, 197
VA	Planning Project to study year round operation of schools in York County	All Schools* 7 Elementary 3 Intermediate 2 High Schools	George Pope, York County Public Schools	P.O. Box 451, Yorktown, VA 23490	John Baldino	1.4	Feasibility study and planning leading to operation on a trial basis	State grant	Pentamester	Planning June 72-7 Poss. operation June 197

2.3 Type Plan	2.4 Beginning Date	2.5 Grade Levels	2.6 Number of Pupils	3.1 Purpose	3.2 Extent Curriculum Change	3.3 Teacher Contract Effects	3.4 Evaluation Status	Other Comments
mester	Summer 73	K-12	4,605	Program improvement	Complete curriculum change	Not indicated	Being designed	
mester	Fall 1973	7-12	1. Rock Hill 7,000 2. Spartanburg 13,000	Program improvement	Complete	45 day contracts to 225 day contracts	Preliminary evaluation	Joint project
ester ary 45-15 4-quarter	Not before July, 1974	K-12	Not indicated	Program improvement; Better space utilization	Not indicated----------	----------	Being designed	
ter m	72-73	K-12	56,000 Pilot	Educational improvement Financial purposes also considered	Complete	Not indicated	In progress to be completed March 73	Legislation pending to postpone enactment until 1975.
ible sched. l must nd 180 days f 225	Aug, 1972	K-5	477	Program improvement	Continuous progress	Optional	Preliminary evaluation Aug. 28, 1972 annual	
ble access culum & dar, 11 overlapp- uarters, ary	Sept, 1972	9-12	1,000	Program benefits, Space utilization	Continuous progress 9-week courses (Duo) a work study program independent study, etc.	Regular 185 day contract, additional days on a per diem basis	Preliminary in process	
ble entry and tional	July, 1973	9-12	3,000	Provide students with various time frames to meet educational objectives and support quality education standards	Change from traditional year to 9-week programs, student selection of interest related classes & student choice of sch. calendar.	240 day contracts 220 day contracts	Being designed in conjunction with R & D	
5-15	June, 1971	1-5	3,400	Program improvement, Better space utilization	Curriculum reorganization	240 day contracts 230 day contracts 180 day contracts 150 day contracts 60 day contracts	Evaluation completed	
5-15	June, 1971	6,7,8	1,550	Program improvement, Better space utilization	Curriculum reorganization	240 day contracts 230 day contracts 180 day contracts 150 day contracts 60 day contracts	Evaluation completed	
mester	Planning June 72-73 Poss. operation June 1973	K-12	8,200	Program improvement	Curriculum reorganization	Not yet determined	Preliminary evaluation	Secondary courses redesigned into 9-week non-sequentials with pupil performance requirements (PPR)s Elementary courses - continuous progress individualized instruction with (PPR)s

State	1.1 Project Title	1.2 Name of District of School District-wide *	1.3 Name of Superintendent	1.4 Mailing Address	1.5 Name of Project Director	1.6 Mailing Address	2.1 Type of Project	2.2 Funding Source	2.3 Type Plan	2.4 Beginning Date
VA	Year Round Education Project807	1. Thos. Henderson Middle School 2. Mary Scott, Elem. School	Dr. Thomas Little	4011 Moss Side Avenue Richmond, VA 23222	1. C. Fred Bateman 2. James Robinson George	1.4	Feasibility study	State grant	Random individual vacation options with June to August extension	Not indicated
VA	Virginia Beach 45-15 cycled attendance Plan	City of Virginia Beach Public Schools	E. E. Brickell	City of Virginia Beach Public Schools, P.O. Box 6038, Princess Anne Station Virginia Beach, VA 23456	Dr. James Moonie	Dir. of Research Planning & Development, P.O. Box 6038, Annex IV, Virginia Beach, VA 23456	Planning & preparation phase	State grant & Self-financed	45-15 cycled attendance plan	Operational June, 1973
VA	K-12 Year Round Programs	Roanoke County Schools 4 Elementary 1 Intermediate 1 High School	Arnold Burton	526 College Avenue Salem, VA 24153	Alan Farley, Director	1.4	R & D	State grant	3-year phase in beginning with 7 6-week terms 7th term voluntary	Sept. 197
VA		Loudoun County Guilford, Sterling & Sully Elem. Schools + Sterling Middle School	Mr. Robert Butt	20 Union Street Leesburg, VA 22075	Dr. Arthur Welch	30 W. North St., Leesburg, VA 22075	R & D	State grant & Self-financed	45-15	July 197
VI		Virgin Islands Dept. of Education St. Thomas, St. John, St. Croix	Dr. Harold Haizlip, Comm. of Education	P.O. Box 630 Dept. of Education Charlotte Amalie St. Thomas, VI 00801	Mr. Don Smith	1.4	Feasibility study	Not indicated	----------	1974
WA	Not indicated	Franklin Pierce District 402	Dr. Edw. Hill	315 South 129th St. Tacoma, WA 98444	Not indicated	1.4	Operational	U.S.O.E. Exp. Sch. Prog. & Local	4-1-4-1-1	Sept. 1971
WV	No programs in operation									

.3 e Plan	2.4 Beginning Date	2.5 Grade Levels	2.6 Number of Pupils	3.1 Purpose	3.2 Extent Curriculum Change	3.3 Teacher Contract Effects	3.4 Evaluation Status	Other Comments
individ-ation with August on	Not indicated	1-8	1,679	Program improvement	Total continuous progress with articulation across levels (Elementary Middle)	9½ mo. contract 12 mo. contract	Being designed	
15 ance	Operational June, 1973	1-7	5,000	Space utilization	Extensive	180 day contract 240 day contract	Planning phase in progress, operational phase designed	Modification for: greater flexibility of instruction and curriculum for multi-age classes; minimize repetition through record keeping; provide for sequential skill and concept development; allow for continuous progress of students.
hase in g with terms volun-	Sept. 1973	K-12	4,000	Program improvement	Complete change to packaged continuous progress, behavioral objective based	Not indicated	Being designed	
-15	July, 1973	1-8	3,650	Program improvement Space utilization	Reorganize curriculum for 45-15 schedule; 3-week units will be developed for each subject area	195 day contract 228 day contract	Being designed	
--------	1974	Not determined-------		Better space utilization	Not indicated--------	----------	In planning stage	
-1-1	Sept. 1971	K-12	4,200	Program Improvement Space utilization	Extensive	Little	In process	

State	1.1 Project Title	1.2 Name of District of School District-wide *	1.3 Name of Superintendent	1.4 Mailing Address	1.5 Name of Project Director	1.6 Mailing Address	2.1 Type of Project	2.2 Funding Source	2.3 Type Plan	2.4 Beginning Date
WI		Milwaukee Public School District	Dr. Richard Gousha	P.O.Drawer 10K Milwaukee, WI 53201	Dr. Joseph Collins	1.4	Feasibility study	Self-financed	Not indicated	Sept. 1971
WI	Year Round School Study	Racine Unified School District	C. Richard Nelson	2230 Northwestern Avenue Racine, WI 53404	Sam Castagna Wm.Grindeland	1.4	Feasibility study & program planning	Self-financed	45-15	Not determined
WI		Union Grove Dist. Union High School	James Highland	Box 36 Hwy. 45 Union Grove, WI 53182		1.4	Feasibility study	Self-financed	45-15	Not determined
WI	League of Women Voters Feasibility of Yr.Round School, Wausau	Wausau School District	Dr. T. Nicholson	Mrs. Richard Turk, Pres. League of Women Voters 634 South 5th Avenue Wausau, WI 54401	1.Mrs.JohnCook 2.Mrs.Robert Quinn	1. 727 Berth Street Wausau, WI 54401 2. 725 S.6th Avenue Wausau, WI 54401	1.League of Women Voters Local Study Program 2.Feasibility study	Not indicated	----------	1972-73
WI		Joint District #3 City of Oconomowoc Et.Al.	Wm. Paton	521 Westover Street Oconomowoc, WI 53066	Donald Kremer, Dir.Sec.Ed.	641 Forest Street	Feasibility study	Self-financed	45-15	Not determine
WI		Burlington Area School District	P. R. Reinfeldt	Box C Burlington, WI 53105	1.3	1.4	Feasibility study	Self-financed	45-15	To be determined
WI		Hamilton Joint School Dist. 16	N. H. Fries	W220 N6151 Town Line Road Sussex, WI 53089	Kieth Wunrow, Dir.of Instr.	Marcy School W180 N4851 Marcy Road Menomonee	Feasibility study	Self-financed	45-15	Study completed Jul 1971
WY	Extended School Yr.	Laramie County School Dist. #1 Cheyenne, WY 82001	Dr. Joe Lutjeharms	1.2	Mr. Leo Breeden, Asst. Superintendent	1.2	Feasibility study	Self-financed	Voluntary 4-quarter	Fall 1974

2.3 ype Plan	2.4 Beginning Date	2.5 Grade Levels	2.6 Number of Pupils	3.1 Purpose	3.2 Extent Curriculum Change	3.3 Teacher Contract Effects	3.4 Evaluation Status	Other Comments
Indicated	Sept. 1971	Not indicated----------						
5-15	Not determined	9-12	9,600	Program improvement Space saving	Not indicated----------		Evaluation of feasibility study completed Feb. 1971. No further study planned.	
5-15	Not determined	9-12	900	Space utilization	Not indicated----------		Plan was studied. No plans to implement.	
----------	1972-73	Not indicated--------		Program improvement	Not indicated----------		Preliminary stages	
5-15	Not determined	K-12	5,600	Space utilization Program improvement	Not indicated----------		Elementary school feasibility study complete	
5-15	To be determined	K-12	3,800	Space utilization	Nine week units		Preliminary	
5-15	Study completed July 1971	K-12	Not indicated	Program improvement Space utilization	Not indicated----------		No work has been done to implement following the study.	
tary ter	Fall 1974	K-12	14,000	Enrichment, Acceleration, Space utilization	Extensive		Being designed to go into effect Spring 1975	Curriculum to be revised to fit 60-day quarter system. Each subject area is asked to revise curriculum to relate better to world of work concepts.

A RESEARCH AND DEVELOPMENT APPROACH TO YEAR-ROUND EDUCATION

E. E. Brickell

In the April 1973 issue of the *Virginia Journal of Education,* one respondent to the question, "Is there currently enough objective data in favor of year-round education to advocate its wide-spread adoption?" answered:

> Yes. It has been proven without a doubt in such school systems as St. Charles, Mo.; Mora, Minn.; Valley View, Ill.; Prince William County, Va.; and a number of others that properly thought through sequential attendance to work and have proven sufficiently satisfactory where tried to warrant wide-spread adoption across the U.S.

Another Virginian once said, "Different men often see the same subject in different lights. . . ." When the School Board and staff of Virginia Beach looked at the evidence from past and current year-round education, they did not find it sufficiently conclusive nor sufficiently generalizable to "warrant wide-spread adoption." Yet, it was recognized that arbitrary rejection of the concept was as irresponsible as the call for wide-spread adoption.

I have been asked to explain the research and development approach which the Virginia Beach school system followed in the study and planning and preparation phase of year-round education. We do not claim that it is the only approach, nor that it is a desirable model for others. It has, however, proved efficient and effective for this school district.

The research and development approach in the Virginia Beach program has emphasized systematic planning and preparation for a pilot program of the year-round education concept known as 45-15 and the design of a research model to evaluate systematically the effect on pupil achievement and attitude toward school, parental attitude, and operational and capital expenditures.

Virginia Beach did not come to a consideration of year-round education for its own sake. The consideration grew out of an identified need—specifically the need for additional classroom space. The first public mention of the board's study of year-round education was made at a public presentation entitled "A Consideration of Alternative Means of Housing the Student Population," which can be found in *A Rationale.*

While some frown on the implementation of year-round education as a means of gaining additional space, that was the identified need; and 45-15

cycled-attendance appeared to hold the potential to alleviate that need while maintaining the quality of the educational program.

In January, 1972, the State Board of Education issued a statement on year-round education which pointed out:

> . . . A decision to undertake a research and development project should be preceded by a careful assessment of the feasibility of each plan as it relates to the community's educational needs and resources. The ultimate value of year-round education as a source for improving the quality of education will be determined by the evidence gained from carefully designed and thoroughly executed research and development studies.

In the planning and preparation phase, the Virginia Beach 45-15 cycled-attendance pilot program was given direction by the School Board through a "Policy Statement on Year-Round Education" which states:

> The School Board of the City of Virginia Beach considers the cycled-attendance plan for the year-round operation of schools as an organizational means of housing additional students. It recognizes, however, that policy decisions relative to wide-spread implementation of the plan must be based on firm evidence of the effects of the plan on student achievement and attitude, parental attitude, and cost.
>
> The School Board has seen no evidence that the mandatory cycled-attendance year-round operation of schools has inherent educational, economic, or sociological advantages or disadvantages. To determine the effects of the 45-15 plan on this school division, the School Board, further, provides support for and encourages such program, resource, policy, and procedure modifications as may be necessary to insure the most valid and unbiased evidence of the effects of cycled-attendance.
>
> The School Board of the City of Virginia Beach concurs with the Virginia State Board of Education that year-round education can serve as a catalyst for the simultaneous implementation of innovative curricula, staffing patterns, and organizational practices. The School Board is concerned immediately, however, only with the effects of the cycled-attendance concept.

On June 18, 1973, the staff was directed to prepare a pilot program of 45-15 year-round education for implementation in four elementary schools. To insure adequate planning and preparation, a research and development grant of $75,000 was provided by the Virginia State Department of Education to be used to accomplish the following objectives:

1. To develop and execute a model for the planning and preparation phase of the implementation of the pilot program
2. To develop and execute a PERT/CPM model to assess, direct, and report planning and preparation activities, schedules and outcomes
3. To develop a research model for evaluating outcomes of the pilot program

In designing the 45-15 pilot program, the staff has exercised every care to comply with the intent of the School Board. A calendar was constructed which permitted the cycled-attendance of pupils which, in turn, logically increased the capacity of the schools. To insure the present level of program quality, a group of 36 teachers worked last summer to devise a curriculum that is not only compatible with the cycled-attendance calendar, but considered the calendar's implications for retention, transfer, review, multi-age grouping, and continuous progress.

Objectives, tasks, and deadlines related to the pilot program were identified for each office and position within the school system. All resources, policies, and procedures have been revised for the pilot schools to permit the program to operate in an atmosphere free of bias.

To insure efficient and effective implementation of the program, the board entered into contracts with representatives of the Bureau of Business Research at Old Dominion University to monitor all activities conducted in conjunction with preparation to implement the 45-15 pilot program. The representatives were to use the Program Evaluation and Review Technique/A Critical Path Method to monitor staff and research agency activities in order to evaluate for the planning and preparation phase. The critical incidents, tasks and role assignments related to the systematic planning and preparation can be found in the publication "The Planning and Preparation Phase."

If the pilot program was to provide the evidence which the board sought, the understanding and cooperation of the community would be necessary. Since the public knew very little about either the concept of the operation of a 45-15 plan or any other year-round education plan, a well-organized program to inform the public was begun. From the beginning, this program was meant only to inform the public about year-round education, not sell them on it.

The School Board felt that available evidence indicated that a program of year-round education would work in Virginia Beach, but it wanted the public to decide if such a program were acceptable. Consequently, it was decided that the public would be told the facts about 45-15 and be allowed to make up its own mind about the advantages or disadvantages of the program. No educational advantages, cost saving, or operational benefits would be claimed for 45-15 since it was felt these could not be substantiated. The only claim that would be made was that 45-15 would provide additional classroom space.

In other words, the public would not be asked to accept year-round education as the panacea for the ills of overcrowding, rather it would be asked to give the School Board a chance to find out if this were an acceptable alternative.

With the public information program, the objective had been to inform the public about year-round education in general and the Virginia Beach 45-15 plan in particular. A survey of public understanding indicated that these facts had been successfully communicated, and little more than periodic progress reports about significant developments in the implementation program would be needed henceforth.

For nearly a year, 45-15 has been kept before the public through radio and television appearances, local newspaper stories, and the concentrated public information program. The public was made aware of who was involved in the program, what 45-15 was and was not, when the program would start, where it would be implemented, and why it was being tried. As a result the public had adopted a "wait and see" attitude which is all the School Board had ever sought.

Again with the School Board's policy statement as a guideline, the research model for the operational phase of the 45-15 cycled-attendance pilot program was designed to answer the following questions:

1. What effect does the 45-15 cycled-attendance year-round operation have on pupil achievement in reading and mathematics?
2. What effect does the 45-15 cycled-attendance year-round operation have on the way pupils feel about schools?
3. What effect does the early first grade entry under the 45-15 calendar have on reading readiness?
4. What effect does experience with the 45-15 cycled-attendance year-round plan have on parental attitudes toward the plan?
5. What effect does the 45-15 cycled-attendance year-round operation of schools have on operational and capital expenditures?

A synthesis of the research activities to be conducted by independent research agencies to answer these questions is found in the publication, *A Research Design for Year-Round Education.*

As of this date the following activities related to program have been completed:

1. Schlechty Associates completed and reported its findings of the "Extensiveness-Accuracy of Parent Information about Virginia Beach 45-15 Pilot Program."
2. Schlechty Associates completed the preimplementation surveying the pilot schools and control schools to determine parental attitude toward the cylced-attendance year-round concept. A second survey will be

conducted after the first year to determine whether experience with the concept changes attitudes.

3. Educational Testing Service completed pretesting for student achievement and attitude toward school in each of the pilot schools and two control schools. The same group will be tested at the end of the first year of operation to determine whether experience with the year-round calendar effects achievement and attitude.
4. The Institute for Social Analysis of Columbia University is currently proceeding with the collection of baseline cost data and complete the collection on or before May 18. At the end of the first year, actual cost will be determined as a result of experience with the program.
5. The PERT/CPM Monitoring Team; The State Department of Education Office of Research and Development; and Edcodyne Corporation (INSGROUP), an evaluation team from California, have been involved in formative evaluations and will provide summative reports of the planning and preparation in June.

The professional staff has made every effort to insure systematic planning and preparation for the 45-15 cycled-attendance pilot program. It has designed a research model which will systematically evaluate the effects of the program on pupils, parents, and cost. Both the efforts of the staff and the willingness of the public to adopt a "wait-see" view will contribute to the operation of "valid and unbiased evidence of the effects of cycled-attendance" in Virginia Beach.

When the data are available to the board in November, 1974, it will then make its decision to continue, extend, or terminate the program. Whatever the decision, it will be based on a research and development approach.

SYMPOSIUM ON STAFF TRAINING

Stuart M. Beville, Dwight Newell, and *Garth Sorenson*

Mr. Beville: There are things that I would like to see teaching institutions do by way of improving the situation in so far as the development or implementation of a year-round program or the rescheduling of the school year are concerned. I think we as administrators must understand that we do have the opportunity here to do the kind of things, to do some needed curriculum revision, to do some new things in inservice training. Now I would like to see school administrators think along the lines of doing some other needed things as well. I would like also to see them understand and recognize that they must work with the colleges and universities in the training of teachers.

I would like to see the colleges and universities revise their programs in working with the school districts that are planning this kind of thing. For example, I would like to see the colleges and universities give their prospective teachers training in curriculum work—in how to work with the revising and revamping of curriculum. I would also like to see them implement their programs in such a way that prospective teachers can be gotten into the school system to a greater extent than is now possible at the time that they are students at the college or university. The school administrator has a responsibility here also. One of the things that has surprised me over the years has been the reluctance of a good many school superintendents to have student teachers in their schools. Having come from a high school where there is a teacher training institution in Virginia and knowing the beneficial results that can come to a school as a result of having student teachers, it seems to me that school administrators should welcome the opportunity to have them. This must be a two-way street: the colleges making it possible for their prospective teachers to be in the schools for longer periods of time than is now possible and school administrators welcoming them into the school system.

I think that teachers must also understand that they will need to work with parents and other community people in a very close relationship so that the child in a rescheduled school year can be given a well-rounded program. If this is not done, then the chances, I believe, are doomed to failure almost from the beginning. The colleges, on the other hand, must make it possible for teachers to have ready access to college programs. If a teacher is going to be working on almost a 12-month schedule, the traditional summer possibilities for getting back into school will not be possible. The colleges are going to have to make it possible

for the teacher to have further access to training programs at all kinds of different times.

One of the things that we saw in Prince William County with our rescheduled school year, 45-15 program, was the possibility of doing remedial work during the three-week-out period. I think teachers are going to need more training with students who need remedial work, who need to be caught up within the three weeks. The teacher will need training in giving that kind of help rather than just laying it out and in effect saying, "Here it is." I am glad that there isn't as much of that as there was at one time, but they still will need to know how to work with a student who is coming back in for a portion of the three-week-out period for remedial work.

Administrative and supervisory personnel, of course, will need many of these same kinds of training experiences, and I would like to see the colleges work very closely with the school districts in giving all the personnel—teaching, administrative, and supervisory personnel—the opportunity to carry on this kind of a program in a rescheduled school year. I think if the school districts could go to a 12-month program and the colleges that are in their area can work together to provide teachers with better ways of teaching, this thing can work.

I would say this by way of winding this up, you who are school administrators, if you believe that by rescheduling your school year, by going to a 12-month program that in itself will cause many of your problems to be solved, I think you are going to be in for a rude awakening. If you have poor teaching going on in a nine-month school, the simple move to a 12-month school year in and of itself will not make any changes. The poor teaching will continue. There must be other changes made as well. The colleges and the school districts must move in that direction, working together.

Dr. Newell: Year-round school represents a change in the whole direction of education. Should it not be a basic change, I keep hearing? Should it not be a basic philosophical change?

I just finished a book on career education. It seems that there are very interesting things going about the land.

From the standpoint of working closely with the community, I think colleges may be more ready than the community. It is a partnership arrangement; there are resources to be garnered.

I bring you no packaged instruction; I bring you no precooked ideas but I do pledge you this: most colleges and schools of education today are seeking ways in which closer relationships may be developed with school districts. If the year-round school will encourage that, if indeed you will seek in your efforts in terms of developing a better education for kids, and if kids are the center of your interest, then I think we can pull this off. I think it is an idea that has

come of age. I am delighted to see that it is not necessarily the boards of education who are pushing this or the Chamber of Commerce who hates to see the buildings idle for the three months in the summer. I am with you; we are delighted to think of working together with professional people in the field toward a better education for children.

Dr. Sorenson: Perhaps the major reason educators should give attention to year-round education is that it could provide the opportunity for making some much needed improvements in school practices. As Howard B. Holt has suggested, any system—governmental, educational, military, or private enterprise—which persists over a period of time accumulates methods of operation which gradually become out of date and need to be replaced, but which continue to persist long after they are useful. Holt believes that a change to year-round education would provide a highly beneficial "system shock" in that it would encourage educators to examine and update the curriculum and other school operations.

The most useful change we could make in education, or so I would argue, would be to build a system of "corrective evaluation" both into each of the units or courses we teach and into administration and counseling practices. Unless the move to year-round education included a system of corrective evaluation, I doubt that the effort would be worthwhile.

It is important to note that the word "evaluation" is not synonomous with "accreditation" or "inspection." Evaluation cannot be accomplished merely by having a supervisor or administrator visit classrooms to see what the teachers are doing. As used here the term evaluation refers to a set of procedures for finding out how much student progress—how much learning or improved attitude—occurs as a result of each of the instructional activities in which the student participates and for using that information to revise each instructional procedure to make it gradually effective. Each lesson, lecture, class discussion, training film, for example, would have built into it a procedure for finding out whether it resulted in student learning, put the kids to sleep, or made them hate school. Lectures, class discussions, films, or field trips that could not be shown to increase student learning would be dropped or revised.

The kind of instructional evaluation I am describing has to be done primarily by teachers themselves—not by supervisors, administrators, or external evaluators. Fortunately most teachers already know most of the things they need to know in order to do curriculum evaluation and instructional refinement. They will, however, need some inservice training and a good deal of administrative support. Districts that move to year-round education, I believe, should plan to provide that inservice training as part of the overall plan.

Some people at the INSGROUP Corp. in California and I have been developing an inservice training program for the purpose of teaching teachers the

concepts they need in order to evaluate and improve their curricula and teaching practices. We tried out a part of that program last winter with some teachers in San Diego, California. I do not want to spend time on the technical aspects of that, but I would like to tell a few of the things we learned from it and some of the problems we encountered. My generalizations should perhaps be called hypotheses rather than facts because they are derived from a relatively small sample of teachers, a dozen, but I believe they should be taken into account by anyone who is trying to improve education.

1. Teachers, if one can judge from the sample with whom we worked, operate largely on the basis of lore learned from other teachers and from their own experience in the classroom. This body of teaching lore is probably more important in determining what teachers do in the classroom than is their pre-service training or their curriculum guides or professional journals and books about education.

2. Some of the current teacher lore is probably counter-productive—it probably teaches the kids bad habits and negative attitudes toward schooling.

A good deal of the current teacher lore, however, is very useful. It constitutes a rich and important store of instructional procedure which, with a reasonable amount of effort, can be transformed into highly motivating and demonstrably effective instructional programs.

3. The transformation of current teacher practices into demonstrably effective instructional programs should be done by teachers and evaluation specialists working together because the transformation will be more efficient and more effective that way than if each group works independently.

In San Diego, for example, the teachers and the INSGROUP team developed an instructional program for teaching "tolerance." This topic was chosen by the teachers themselves on the basis of their assessment of student needs and concerns the students' relations and actions toward one another. We developed an instructional procedure which elementary and junior high students call a "game" and which high school students call a "group discussion." This procedure requires that students follow a particular set of rules while they discuss a question which is both basic to the subject being taught and highly interesting to them. As they participate, they not only learn new concepts but also they learn to listen more carefully to one another, to express their own ideas more clearly, to refrain from interrupting someone who is talking, and to inhibit comments which might divert the discussion or increase rather than reduce misunderstanding or hurt someone's feelings. They learn that in a pluralistic society it is all right to agree to disagree. The more talkative students learn to solicit the views of those who are less confident. The game is designed to provide each student with response to his performance while it is going on and to provide a reasonably accurate record of each student's progress. Our experience would suggest that this training approach may be a better and cheaper way to improve teacher

practice than is, for example, the method of having specialists outside of the schools (e.g., regional laboratories) develop teacher-proof instructional packages.

The San Diego effort was only partly successful. It made apparent a number of problems which must be solved if we are greatly to improve teaching practices either in year-round or regular schools.

1. One of the most difficult problems relates to what many teachers call "innovation" but what I call fadism. It is the tendency that many educators have to try something new because it sounds interesting and different, but without feeling any need to specify what is to be accomplished by the new practice in terms of student learning and without any effort to evaluate its effectiveness and abandon it if its continued use can't be defended or justified with evidence of effectiveness. This tendency results in a kind of random process in which there is the danger that we will discard some very useful instructional practices and replace them with some that are less useful because we don't have an effective way of evaluating and thus determining what is useful and what is not.

2. A second problem has to do with the fact that many teachers still define their role in such a way that they can take credit whenever a student learns but blame the student if he fails. I don't know how many of these teachers still are in the schools, but there are too many. They are the ones who feel that they have done their job if they "cover the material," "maintain high standards," and throw the "slow learners" and the "unmotivated" or "lazy" kids out of their classroom. Yet, we have been talking about fitting the schools to the kids rather than vice versa for as long as I can remember.

3. A third problem has to do with the fact that the schools promise too much. We try to accomplish more than we know how to do, more than is reasonable. One of the things we must learn is to attempt fewer things and to do them very well. Improving instructional practices takes time and patience. If we are to do only what we can do well, it follows that we must stop doing some of the things we are doing now in order to find the time. Most of us will give lip service to this idea, but do not want to change our habits, to give up our comfortable routines.

To summarize: I've stated the proposition that merely to extend our current educational practices from nine months to the full year without taking the trouble to build into those practices a system for evaluating and improving them would be a mistake. The evaluation system for which I contend is one in which teachers will do the evaluating with administrative support. Teachers already know most of what they need to know to learn the procedures, but would require some additional inservice training. I have argued that the inservice training is feasible but that it is not enough. We will also have to solve some additional problems—our tendency to define the teacher as a presenter of

subject matter rather than an expert helping kids improve and our perfectly natural tendency to maintain our current ways of doing things.

I would add one final point, granted that it would be hard to prove. If we can bring ourselves to see evaluation as a necessity, something to be planned as an integral part of each instructional program and not as an extra—something to be done after the fact, we will find, I believe, that we can accomplish more with less money. Our evaluative efforts will more than pay for themselves. But those efforts will require that all of the major decision makers in education (administrators, board members, state agency staffs) learn something of what evaluation is about. The idea will not work if we try to hire a few experts to do it for us. Unless we build in a proper evaluation system and train teachers to take the major role in it, year-round education could turn out to be just one more fad.

THE FLEXIBLE DOZEN

C. Taylor Whittier

When we view the question of the length of the school year in historical perspective, we find that it started from late fall to early or middle spring and that prior to 1840 a number of large city schools were operated virtually all year long; specifically, Baltimore and Cincinnati operated schools for 11 months; New York City, for a period of 49 weeks; and Chicago, for 48 weeks. After 1840 the length of the school term in cities was shortened, and by 1870 the average length of the school year was 132 days.

After 1870 the term was gradually lengthened, and for at least the past 25 to 30 years both rural and urban areas generally have conducted school terms for approximately 180 days. The length of the school year in the United States is shorter than in many other countries. One study indicates that in 51 countries the average elementary school is in session 210 days and the average secondary school, 204 days a year.

A number of communities have operated a vacation school which was the predecessor of the present summer school, but this was not really considered a part of the regular school year. The vacation school provided recreational activities with academic courses being offered in later years.

The topic of the extended school year, primarily promoted in this country as a proposed method of economy either in terms of the length of a student's course in school or more commonly on the basis of the more use of facilities, has led to many taxpayers' groups becoming interested in the topic. Twenty-five or so years ago the U. S. Chamber of Commerce was most interested in this topic as a method of reducing costs, and from time to time this issue has been promoted by a member of the legislature or some other taxpayer as a method of holding the constantly increasing school costs under some controls.

By 1925 some 13 districts were reportedly using some type of quarter plan. Those who were interested in the educational potentials of an extended school year have introduced the second objective as a promotional factor in extending the school year, mainly providing a better educational opportunity for students. It was on the twin basis of looking at the potential economies as well as the educational objectives that a special subcommittee of the Kansas Legislature developed a feasibility and desirability study of the quarter system for presentation to the 1971 legislature. The committee discarded the initial proposal which was to study the quarter system whereby students would be required to

attend at least three of the four quarters each year and took a much broader point of view. It included a review of several alternatives in extending the school year and looked at the problems of school district enrollment as well as the implications for public school financing and the possible effects of the extended school program on students and teachers. Several of the plans which have been discussed at this conference were explored, and actually individuals operating such plans in school systems appeared before the committee to present the program as they viewed it. It certainly came out that the rescheduled school day and year might well result in changes in traditional operating patterns for teachers.

It developed during the course of the study, as we all know, that there would have to be a total revision of the curriculum and a much different approach to scheduling classes if any such plan would be hopefully carried out. The additional time that would become available could be used to accomplish a number of objectives, including providing additional time for teachers to prepare their class material, providing additional enrichment opportunities for students, and increasing the capacity of the schools to perform remedial services. These are not unique advantages which have been proposed for the extended school year. As we know, the acceptance of the extended school year, including its funding, has to become an item of interest to the legislature if we are to succeed. The advantages which the committee developed dealt with economy of operation, the enriched educational opportunity for students, the possibility of pupil acceleration, the potentially improved professional status for the staff, assistance in combating problems resulting from teacher shortages, reducing juvenile delinquency, and eliminating double sessions.

As in many changes which have been proposed in education, there are pros and cons and some of the surveys of the attitudes of teachers and administrators and parents were reviewed by the committee. One survey indicated that two-thirds of the responding school administrators were opposed to such change. Another survey showed that 76 percent of the responding parents opposed the year-around school arrangement. The 1967 Gallup Poll indicated that 68 percent of the parents felt the reduction of the summer vacation was a poor idea. The disadvantages were grouped under several headings such as higher costs of supplies—including textbooks, transfer difficulties among school districts particularly when only a few districts would have moved to this plan, the participation in extracurricular activities which clearly offers a concern for identifying students who are eligible as well as who are available for participation, and the elimination of summer study for teachers which has been attacked in many quarters although it was pointed out that the need for additional study for teachers could be met if colleges and universities would provide a more flexible program. It was also suggested that the State Department of Education might well provide for alternative methods of recertification rather than limiting it

largely to the attainment of college courses. Another area which was considered was the difficulty in arranging family vacations; and finally, the conflict with community youth activity programs. All of these disadvantages have been identified in various studies that have been carried out and certainly have been factors which have been considered by the school districts which have moved to the extended school year.

A study by Jones and Partridge in April 1970 on the extended school year was presented to the legislative committee in which the analysis of potential costs of such a program in Colorado were analyzed. The research indicated that the City of Denver, which charges no tuition for its summer school session, enrolls about 16 percent of the students in the summer program. This is about double the average percentage of enrollment in the districts which charge tuition to support their programs. It was concluded that the elimination of tuition charges probably would result in sizable increases in summer school registrations in some areas of the state. Estimates were made that a statewide program, tuition-free, operated on a half-day basis, could be expected to attract about 15 percent of the eligible school population. This same Colorado study recommended that summer programs be treated the same as any other part of the school district's normal operation. The evidence seemed to indicate that the districts would have to increase their budgets by about 10 percent per student.

One of the roles which a state department of education could be expected to play is that in order to carry out (in many states besides Colorado and Kansas) proper state support for the financing of the extended school year, a modification of budget restrictions is needed to permit summer school financing without handicapping the regular school program. The development of appropriations by the legislature of additional sums each year is needed so that summer programs could be supported in the same manner as regular school programs. It was, in fact, estimated that this might amount to 28 percent in Colorado of operating costs in 1969. Also appropriations by the legislature which are large enough to avoid the problem of prorating which arises when demands are underestimated would have to taken into account in any promotion in support that would be channeled through a department of education. It was estimated that an initial annual appropriation of between $750,000 and $1 million would be needed to provide the suggested level of state support for summer school programs.

A more realistic approach than to move into a complete program was to suggest that a state adopt the position of encouraging pilot projects and here it is that a department of education can play a particular role. Such cost can be promoted on the basis of underwriting by the state of the excess costs of any such experimentation in an extended school program. Such study, obviously, is going to be necessary if a program is going to be promoted and carried on with the legislature; and it becomes a clear responsibility of an education department

either to initiate and conduct such surveys, as has been done in some states, or to participate in their development and proposal as well as their presentation. In Kansas we have presented the data that indicated that more than one-half of the school districts operate some type of summer program enrolling an estimated nine percent of the student population with 8.5 percent of the teachers participating. The expenditures for this program in one summer totaled $1.9 million. The funds were divided among student fees, which brought in $539,000; $340,000, from local tax funds; and about $1 million, from federal sources.

We found that a number of districts had been studying the question of extending the school term with their boards of education. The extended school year becomes a difficult assignment in a small system. One of the problems that a state department must face is to encourage local school districts which are too small to extend the school year without reducing class size to an unrealistic level to develop some type of cooperative effort between districts.

The study showed that the larger school districts had valid interests in experimentation with some kind of extended school program. This desire appeared stronger in those school districts which are growing, rather than in those which have a declining enrollment.

A strong motivating force expressed by the superintendents was to improve educational opportunity for students rather than to save funds. The funding method for the state was analyzed, and these recommendations made: (a) removal of the penalties which inadvertently occur because of the language of existing school aid distribution formulas, (b) provision of state financial support specifically for summer programs at approximately the same rate as is now provided the school districts under existing state distribution formulas for the regular school year, and (c) underwriting by the state of the summer school program or the additional portion that exceeds the traditional 180-day school term. It was further suggested that perhaps some pilot projects might be supported by the state as a beginning to determine the degree of interest and, hence, the ultimate level of funding statewide.

The committee also recommended that not only is it necessary to change some of the statutes to reduce or eliminate the effect of penalizing school districts but it is also necessary to change some of the rules and regulations of the state board of education which tend to restrict and confine the school program to the traditional school pattern. For example, one statute defines the school day as requiring six hours of instruction during which pupils of the schools are under the direct supervision of teachers would need to be changed. Another that requires a senior high school schedule to be organized on a 36-week pattern would have to be altered. A non-laboratory course to earn one unit of credit must provide for at least 200 minutes of instruction per week, while a laboratory course must have 275 minutes of instruction per week. Other examples could be

cited, but it is necessary to go through the various rules and regulations of the board as well as the statutes to remove many indirect and incidental blocks to an effective program.

The final recommendation of the committee was that the Kansas Legislature appropriate $25,000 to the board of education and that some or all of this amount be granted to a qualifying school district to fund a pilot project for implementing an extended school year. It was recommended that the Department of Education work in cooperation with local school districts to develop criteria on which to make a judgment for awarding the recommended pilot project funds. It was noted that the department, if this kind of an action were to be taken, would need to dedicate manpower from its staff to develop such criteria in cooperation with the local districts. This legislative study became the first step in moving toward more flexibility but the next session of the legislature had to face the problem of developing an entire new school finance plan. When a long fight developed, the legislature did not have an opportunity to add some of these proposed refinements. They will have to be initiated in subsequent years.

A number of states have been making plans and developing proposals as well as initiating a number of studies in this general area of the extended school year. The New York Department of Education reported a study on the costs of adapting to the various types of plans in 1970 and noting the degree of pupil achievement in a few districts which had carried out the plan. The Florida Department of Education in 1957 provided an analysis of the difficulties of going to the four-quarter plan and the other forms of the extended school year. It was interesting that Pennsylvania adopted legislation allowing the development and operation of the extended and flexible school year patterns. The Pennsylvania Agency has suggested a variety of patterns to promote the best use of the facilities, staff, and student time with the educational advantages and possible problems identified, including also the procedures and activities necessary if one wishes to move into a year-round operation. They include forms for assaying the attitudes of administrators, teachers, students, and community and business leaders. This kind of constructive help is another of the roles that a state department of education can and should play.

In Michigan several school districts have received grants through the Department of Education for studies of the year-round school and the Department has participated in helping to evaluate and analyze the potentials, pro and con, of such programs. On the west coast both, Washington and California departments of education have provided support for studies in connection with this topic. As a matter of fact, there are many states that are in the process and it becomes one of the roles, I think, of a state department of education which in its long-range planning should include this alternative for consideration. We all recognize, however, that the extended year is not a panacea for the ills which face us in education today.

One of the concerns which, I think, has not received serious enough consideration is that when one moves to a changed pattern, we cannot automatically assume that such a changed pattern is good for all students. We certainly need to recognize that the present pattern is not good for all students either but it has served some very well. A way needs to be developed to have alternative methods of attendance available to students according to their needs and interests.

Another area in which state departments can provide some support is in developing new patterns and new recognition mechanisms for those who participate. This, of course, becomes a necessity if a school district wishes to move in the direction of the extended school year as the staff must become familiar with the goals of a particular plan, whatever one has been selected. To do this requires working with colleges and universities so that they can provide greater flexibility in meeting the demands placed upon them when the teachers find themselves locked into a different time sequence.

State departments will have to review many of the rules and regulations which have been adopted under the assumption of the usual operation if it is going to encourage greater flexibility. This I just might say is something that we have reviewed in our own rules and regulations at some length and are proposing now to revise many of the standards which stood in the way of developing the extended school year.

However, one of the concerns which has been expressed by those who do not wish to move to a new plan is that we have to have more than one way of accrediting schools and certifying teachers to provide for the alternatives and realities. This problem has many legal complications as well as operational complications which have not been solved. The state departments also must continually make studies to analyze and to bring into focus the disadvantages and advantages of the various studies so that people in every state can have program information which is geared as nearly as possible to their interests.

Another area that state departments of education can promote is curriculum revision without which most any extended school program cannot succeed.

Another area which has many needs for change is the accreditation of schools. Heretofore we have been accrediting schools largely on an individual school basis as is true of most of the regional accrediting associations. However, it has been proposed that we move to a district-wide type of evaluation so that all the schools within the district can be held responsible for providing for the best programs according to the needs and the abilities of that particular school district. Such accreditation requires the determination of the goals and methods of attaining these goals by each district; and if part of the method of attaining the goals would be for a different schedule for one school, this should be recognized. We are going to have to increase the type of recognition which we place upon strengthening the teaching skills and abilities of individuals in the pro-

fession far beyond the ordinary course work if we are going to make it possible for teachers to grow and still fit into a changing and expanding work opportunity. It becomes necessary that flexibility in such a program be available to teachers as well as pupils and that the compulsion of either full-time work or full-time attendance at school be removed.

Opportunities must be provided according to the interests and needs of both students and teachers.

Ultimately the success of any program leading to an extended school year is going to depend upon the customers, and it will have to be accepted by those serving in the legislature and by the governor as their representative. It is interesting to note, I think, that one of the clinic sessions at the 1971 Boston, Massachusetts, meeting of the Education Commission of the States dealt with considerations for an expanded school year, including education goals and public priorities.

Those in education have a real responsibility to tie all levels of educational interest into the study of problems which must be solved because in our interrelated social, economic, and political structure changes have to occur in the establishment's work patterns just as in community institutions. Change of this magnitude requires involvement.

"YEAR-ROUND EDUCATION IN AN URBAN SETTING—PROBLEMS AND SOLUTIONS"

Shelby Counce

Year-round education in the urban setting is a subject that professionals should have great interest in; but I am afraid that this is not the case, based on information and research we have done on this subject. The large cities today are faced with major problems—desegregation, busing, finance, teacher unions and demands, and curriculum offerings to meet career needs of all the children we serve in a mobile society. The situation is that many urban areas are fighting to keep enrollment in the arena of education, especially where busing is being implemented in cities; and public systems are losing students to private schools being established in church basements, old buildings, and any other structure that is available.

Year-round education is a vehicle that the large urban areas can use as a positive force to improve quality education programs. I base my statement on these positive assumptions:

1. More flexibility in the curriculum regardless of the type of year-round program implemented—four quarter, trimester, 45-15, or what not. Flexibility can be built into the curriculum—more courses, more in-depth curriculum, more interest for students, career educational opportunities, quicker turn around time for students who fail a course or courses.

2. Better use of buildings and facilities. Most large urban areas have sub-standard buildings that need to be remodeled, closed, or used for other purposes. Schools that are in good condition should be used all year. In certain parts of the country air conditioning is important for summer months, and some school systems are moving toward massive air conditioning. This is definite evidence that money can be saved by better use of existing buildings and new construction eliminated or curtailed.

I now want to speak more specifically about the Memphis, Tennessee, situation related to year-round education.

Our superintendent directed that a study be made that could relate to Memphis specifically and year-round education generally. Due to the fact that year-round education means so many things to so many people, the title of this study was changed to "Memphis School Calendar Study" to avoid confusion.

A committee of some 20 professionals involving community groups and agencies did an eight-month study of this subject, bringing into Memphis the finest consultants available.

The committee was divided into subcommittees, including research and related literature, plant utilization, program of studies and student scheduling, personnel utilization, and cost analysis.

The executive committee which put together the final report consisted of the chairman of the committee, the consultant, the subcommittee chairmen, and the directors of elementary and secondary education.

Periodic reports were made to the administrative staff, professional education organizations, and the elected Board of Education. Through the use of the media—newspapers, television, radio, and other methods—a great amount of public relations work was done while the study was in progress.

Conclusions of the study related to these specific points:

1. The committee felt the main thrust of its work should be to improve the quality of the educational program, which it did.
2. The committee also looked at possibilities for better use of buildings which could result in a reduction of capital outlay costs.
3. The committee members also recommended curriculum revision that will call for considerable reorientation of teachers and administrators. Improvement in the quality of education through curriculum innovation and change was the primary goal of the study. Saving money is important but was secondary.

The committee recommended to the superintendent, staff, and Board of Education the following plan:

1. Memphis junior and senior high schools will operate on a three-semester plan, the fall and spring semesters consisting of 88 days each and the summer semester consisting of 54 days. Students will be allowed to attend any two or all of the semesters.

   The majority of courses will be organized by semesters. Each semester course will carry one unit of credit. Exceptions will include certain vocational courses and other courses involving more than one unit of credit.

   Course offerings will be greatly expanded to allow students more flexibility in selection. Courses will be designed without sequence except in cases where sequence is necessary. Curriculum revision will be accomplished during the 1972-73 school year.

   Air conditioned high schools will be given priority for summer work, offering tuition-free instruction for students desiring it.

2. Memphis elementary schools will operate on two 88-day sessions be-

ginning in August and January and one 54-day session beginning in June. Dates will coincide with those of the high school calendar.

Each student will be required to attend school during the fall and spring semesters with the option of attending the tuition-free summer session for purposes of extension or acceleration up to a maximum of two semesters.

In the second year of the program, beginning students (K-1) will be allowed to enter school at the beginning of the spring semester as well as at the beginning of the fall semester.

The curriculum will be redesigned to allow for continuous progress of students. This will be done during the 1972-73 school year.

3. The four subcommittees on personnel utilization, plant use, finance, and curriculum will continue to work on guidelines and rules and regulations in the implementation of this report. These reports will flow through regular channels of the superintendent and staff, the Memphis Principals' Association, and the Memphis Education Association. Policies will be developed and disseminated as plans progress for beginning year-round education in the fall of 1973.
4. The executive committee consisting of the chairman, the subcommittee chairmen, the consultant, and the directors of elementary and secondary education will continue to function to coordinate the new school calendar.
5. The Department of Instruction, working with the area offices and other departments, will administer the overall operation of the program.

Many factors have delayed the report as outlined in the timetable, but we are in the process of moving ahead at this time to do several things that will move us toward year-round education for the future.

There is also strong evidence that some more schools will want to begin a program using approaches to year-round education.

Year-round education must expand if we are to accomplish the tasks that we are being called upon to do. I would challenge all of us in the urban areas to take the lead in this venture and give the proper leadership and planning as professionals to bring about change.

I bring my presentation to a close with some remarks made by George M. Jensen who served as our consultant in Memphis and made many contributions to our study. He said:

"My ideas are around four major aspects for restructuring the school calendar:

1. The impact ot a restructured calendar on the youth of today.
2. The implications for the teacher and the teaching profession.

3. The impact of revamping and restructuring the curriculum.
4. Fiscal responsibility.

George Jensen put it all together in these four areas of concern. Are we willing to step out and meet the challenge to restructure the school year and improve the quality of education in urban areas. I hope we are.

THE ROLE OF ACCREDITING ASSOCIATIONS IN YEAR-ROUND EDUCATION

Felix C. Robb

Not only are there implications in the year-round school for accreditation but a larger question now emerges, of which the year-round school is a part: i.e., the growing number of non-traditional approaches to learning and how to evaluate and accredit these.

Until recently, it could be said that far more experimentation and innovation in modes of teaching, new structures, and "delivery systems" for learning had been pioneered by elementary and secondary schools than by our highly discipline-oriented colleges and universities.

But the past few years have seen dramatic changes at the collegiate level in how, when, where, and by whom learning can be motivated, managed, accomplished, and measured. For instance, the basic question of who can and should go to college for what purposes has been re-examined. As a result, we have the well-known controversy over open admissions versus selectivity. This is an era of searching for better answers to ancient questions, with one significant advantage: there are no longer any "sacred cows" to protect and preserve.

Let us direct our attention for a moment to the theme of this seminar: the year-round school. Essentially, I do not perceive any intricate or insurmountable problem in the accrediting of year-round schools. Generally speaking, a successful year-round approach involves a wider application or spread of resources. It involves the employment of more teachers, and more of the ablest teachers need to be involved in summer teaching assignments.

The year-round school should be of the same quality as the traditional-length school. That will be true unless the addition of a year-round program is financed in such fashion that it uses up resources that would otherwise go into the fall-winter-spring traditional time frame.

The chief concerns of accrediting agencies are quality and improvement. In traditional programs, the major portions of accreditation—including the important elements of self-studies and team visits—have occurred during the standard academic year.

If a school which has previously been conducting a modest summer program for a limited number of students on a free basis expands to embrace the year-round school concept, then obviously there is need to evaluate the new entity and the entirety of the learning system. As with traditional schools and school

systems, so will newer year-round schools be evaluated with respect to their purposes, programs of instruction, availability and use of learning resources, strength of faculty, administrative organization, governance, facilities, equipment, and all the other customary conditions that make good schools.

It is essential that the year-round program be of good quality. The extra quarter must measure up. The keys to quality are adequate financing, adequate staff, and adequate courses of study. A long-standing tradition and need for teachers to have summers off for graduate study, travel, and personal renewal must be reckoned with. All school systems have problems of staffing, but small school systems lack flexibility in scheduling teachers. They would not be able to release teachers employed in summer from academic-year duties because that would limit their curricular offering in the September to May period.

If a school system were to foreshorten substantially the usual 10-week program or permit teachers to teach out of their major and minor files, then serious questions would be raised with respect to accreditation.

Somewhere along the way, accrediting agencies occasionally, and I think incorrectly, used to be given credit for resisting change and for being defenders of the status quo in education. Quite to the contrary, evaluators and accreditors recognize innovative ideas, programs, and procedures as indications of aliveness, vitality, and sensitivity to changing times, needs, and circumstances in our society.

Indeed, I have often heard it said by some of my colleagues in regional accrediting that: "We ought not only to permit or encourage experimentation and innovation, but in order to make the point clear and emphatic, maybe we ought to require schools to experiment, to study new ideas, and to innovate!"

Certainly a school that is alive and improving is one where pupils, teachers, school board members, administrators, supervisors, and patrons are striving for continuous improvement. That calls for a blend of what works and what might be better, a combination of what is old and what is new, a blend of what stabilizes inertially and that which challenges and changes.

I cannot let this occasion pass without expressing a personal note of commendation to those who planned this conference and to all those who have seen the fallacy and the arbitrariness of our traditional academic year of nine months, running from fall through spring. History and convenience willed it; but our modern, urbanized, industrialized life can no longer be bound to patterns that best served an agrarian era when planting, cultivating, and harvesting the crops required summer work in the fields by children and youth.

The newer modes of learning can provide interesting opinions and alternatives. They offer to the year-round school a chance to innovate and a chance to improve the entire year-round system. The year-round school, as will be said countless times, ought not to be a simple process of adding one more quarter of the same instruction already being offered during the regular year. The introduc-

tion of the year-round concept—which many say they cannot finance and some say they cannot accept—offers one of the finest opportunities to renovate, to renew, and to revitalize a school or educational system. It affords time, for one thing—precious time for release from the "pressure cooker" of the current curriculum with its many components that compete for the limited hours of instruction.

What may be "new" in one school may be old and traditional in another. But where is the school in which we would not welcome a chance to explore further the potentialities of learning through living, working, and doing constructive, instructive things the year round?

The community and the world at large are our campus now and how better can young people learn about their community, this world, and themselves than to have the time, the encouragement and resources with which to make their own development maximal? This should be the goal of year-round education.

Access to education today involves more entry and exit points in which "dropping out" is viewed less as a disaster and an unwanted interruption than a chance to find essential motivation and the relevance of one's personal goals to formal learning. Thus a new criterion of school adequacy may be flexibility of structures and their adaptability to the needs of human development.

In these challenging but turbulent days in financing and managing the enterprise of American education, it is well that we look beyond the present puzzlements about revenue-sharing, the current problems of desegregation and resegregation, the issue of prayer in the schools, and a passel of other questions on which we have a division of opinions.

We need to think about and plan for that not-too-distant time when the year-round school will not be a question or a goal but an accepted and necessary facet of educational opportunity.

We need also to look ahead toward a day when the quality and variety of education a child may receive will not be utterly dependent upon where he or she lives.

We need to anticipate evolving patterns of work-and-study, some of them alternating and others occurring simultaneously for more and more students.

We need to look toward external degrees for high schools, toward "schools without walls" operating on flexible schedules, toward greater joint use of community resources for learning.

We greatly need to improve school-college relations to facilitate the easy flow and smoother transition from high school to college.

There will be changes in the standard four-year attendance regulations for high schools and moves to utilize more fully early admission to college for students who are emotionally, intellectually, and academically advanced.

There will be better things to do than to stick permanent and damaging labels of "failure" on youngsters who do not cope well, who underachieve, or

who rebel against a system they do not fully understand or that seems to fail them.

By the year 2000, we will be gauging a student's school progress by better devices than Carnegie units. Degrees and credits will seem less important than service to the student. Somehow we will find our way to a clearer definition of performance objectives, and we will find out how to evaluate the outputs as well as the inputs of education.

We may even live to see a smoothing out of the traumatic transition points between elementary and secondary schools, between high school and college, and between education and employment. In that formidable task, year-round schools have their important role to play.

All these frontiers for fruitful effort look toward the maturing of that total and continuous learning society which will undergird and renew our democratic society and its institutions. Of this we may be sure: the year-round school will be a vital component in that renewed society of the future.

And in the achievement of laudable goals, voluntary, institutionwide, nongovernmental accrediting—as well as specialized and other useful forms of accrediting—will help monitor, measure, encourage, and improve the conditions necessary for the successful, responsible, accountable operation of year-round schools.

HOW WILL YEAR-ROUND EDUCATION AFFECT THE TRAVEL INDUSTRY

William D. Toohey

Waste is endangering our environment, our health, and our way of life. The energy crisis which looms over us all this summer is another warning that our natural resources are finite and must be used with discretion. No longer is a vacation earned solely by working for a company for a given amount of time; it must also be earned by judicious use of the products of our natural resources.

I can assure you that the travel industry is deeply concerned with the energy crisis and its effects on tourism. Our industry is completely dependent upon fuel, be it consumed by car, plane, bus, or train.

People must be transported to enjoy, as tourists, the many wonders of our country. The unavailability of fuel could take this leisure-time activity away from the average person and make it so expensive that only a select few could enjoy completely their own country.

Tourism is in a vulnerable position, as it is principally a discretionary use of fuel. I do not believe, however, that it should be the first target of tightening when seeking to curtail our use of fuel. People earn leisure time, and the options or ways to enjoy that time should be broadened and not in any way restricted.

Tourism is not the cause of the energy crisis. Waste is. Too long have we enjoyed the fruits of nature's labors without regard to its supply. It is not too late to take personal account of how we can avert this energy problem.

In talking with various officials in the oil industry, I have learned that if each of us burns one less gallon of fuel per week, there will be no fuel crisis. I think all of us could easily accommodate this by taking account of how we could be wasting gasoline with non-essential trips by car.

The energy crisis also involves electricity, natural gas, and water. Appliances left on for hours without use, temperatures set excessively high or low in rooms or buildings without occupants—causing an unnecessary use and therefore the waste of heating and air conditioning, and leaky faucets left to drip—all these lose billions of units of energy per year.

Maximum use of energy means maximum use of equipment. Any business or corporation which seeks a black bottom line must utilize its components to the fullest. The travel industry is no different in this regard. A hotel bed that is empty for a night has lost an opportunity for revenue forever. The same is

true on a trip by air, motor coach, or train. If a bottom doesn't fill a seat, that is lost revenue. But the transportation field is not looking for more seats as much as it is looking for more bottoms to fill the seats during off-peak times.

Tourism is in good measure at the mercy of the educational system. This service industry peaks when schools are out for vacation and slumps when schools are back in session. We in the industry are continually trying to devise rates and fares to attract tourists at these off-peak seasons when transportation, accommodation, or attraction facilities are under utilized. Not only does this slump lose money, but it also wastes energy. Scheduled air, bus, and train services go whether the percentage of seats filled is 10 or 100. Hotels are open if a few or all of the rooms are occupied. Attractions use large amounts of energy regardless of the number of visitors.

Thus, it is imperative not only from a profit standpoint but also from the standpoint of a need to conserve our natural resources, that we level the tourism industry from its peak and trough tendencies.

While I have mentioned the results of the trough on the economics and the energy levels, let us look for a moment at the peaks. Because the overwhelming majority of our schools are closed during the summer months, this is the season that tourism booms. In fact, the situation at times causes overcrowding of highways, transportation facilities, accommodations, and attractions. We all want to take the family on vacation, and there are only three months in which to do it. Thus, at times, a person finds his long-earned vacation is spent fighting crowded tourist areas.

Believe me, we in the travel industry dread the peaks of the peak season as much as the off-peak season. The hotel which had only 50 percent of its rooms filled a few months earlier now finds it could fill 50 percent more than it has available. Attractions which pride themselves in entertaining tourists find that the strain on their facilities causes a deterioration in the quality of services they are able to provide. Inordinate amounts of energy are consumed by pushing equipment beyond its normal capacity, be it a motor unit running transportation, accommodation or attraction facilities, or any other mechanical aspect of the many segments of the travel industry.

Thus, the peak season wastes as much energy as the off-peak season. Often, the quality of service decreases considerably, as does the enjoyment of the traveler. Although profit is made, the inordinate demands on mechanical equipment lessen the life and the dollar invested in these necessary and very expensive products.

When we trace the cause of this peak/off-peak season situation, we find the chief instigator is the school schedule. An industry that does have such tendencies exerts all the effort it can to level out this pattern. That is why the travel industry pledges its support and is working to further the cause of year-round school education.

This factor alone would substantially level out this up-and-down tendency of travel. While it would not help during such times as Christmas and Easter, it would level off the tremendous movement of tourists during the summer months, which is the chief concern in our industry.

The summer weather, of course, is a factor in vacation planning. But many areas enjoy finer weather in other seasons of the year. In our nation's capitol, for example, I believe that the cherry blossoms and mild weather in spring, as well as the less humid climate in fall, would provide incentives for travelers to want to visit Washington, D.C., in seasons other than in summer.

It seldom happens in business that one factor alone could do so much to alleviate a crucial problem, as year-round education could do in alleviating stresses on the travel industry. With families traveling 12 months a year instead of only three, the quality of service to the traveler and the profit to the industry would increase, while the energy requirement would decrease.

I believe that the concept of year-round education is becoming, not an option, but a necessity. As the responsibility (which, incidentally, we far too often have been avoiding) of preserving our natural resources grows daily, so will year-round education grow in its recognition of itself as an obvious answer to this problem. No longer can we waste building space and utilize a structure for less than a 12-month period. If only the summer months, or 25 percent of the year, continue to be the time that families can choose to vacation, the effect of tourism on ecology will spiral.

Presently, tourism has had a small effect on disturbing the ecological balance. However, certain states, including Oregon and Colorado, have introduced or plan to introduce legislation which could control tourism promotion. They are fearful that the summer influx of tourists will soon overrun their recreational land and disturb the ecology.

I don't believe that the answer to these fears is prohibition. I do believe that the answer is in leveling out the influx of tourists throughout the year, which year-round education would help to do. It is mandatory that this concept be considered as an alternative to banning tourists. An example which is positive and constructive will gain much more acceptance than a negative approach. I submit that states which seek to control tourists by leveling out their numbers over a 12-month period are acting in a positive and constructive manner. The way they could do this would be for those states to experiment and put into effect a year-round school system, rather than to take the negative approach of banning or discouraging visitors.

Tourism is a necessary revenue producer for the vast majority of our states and possessions. The largest city in our nation, New York, has found that in 1972 the visitor industry was second only to the garment/fashion industry in producing revenue. I cannot believe that any local or state government would want to inhibit a revenue producer that ranks within the top three

of its sources of money, which tourism commands in over 75 percent of our states and cities.

Tourism is not on the decline. As transportation, hotel lodging, and the cost of meals in Europe increase at a rate of 10 to 15 percent annually, more tourists will opt to discover America—not only for economic reasons but also because of the unique and varied aspects of our own country which are well worth discovering.

The four-day work week will be here within a decade. The emphasis is on increased leisure time, and tourism continues to grow as a choice of leisure time activity. Thus, quantity will become a problem if family leisure time is focused on a mere 25 percent of the year. Quality will suffer, and so will the environment, as numbers increase beyond the capabilities of our tourism areas.

Year-round education holds the key to solutions of a variety of problems. It does influence and will continue to influence the consumption of our natural resources. It is not mere coincidence that the greatest threat of the energy crisis poses itself during the three-month period of time that most schools are out. People use more fuel in the summer for a myriad of reasons which stem directly from the fact that their children are out of school.

If year-round educational systems were in effect in 99 percent of the schools, instead of a mere one percent, I believe that there would not be such a threat on our energy levels for this summer. Waste not, want not, can easily be applied to this energy concern. As we encourage less waste, let us also encourage another solution, which is year-round education. Let us eliminate the concern of state legislators regarding tourism's upsetting the precious balance of ecology. Let us level out tourist activity over 12 months, instead of its present excessive peak falling over a three-month period. Let us make use of our natural and manufactured resources by equalizing demand over all four seasons, rather than concentrating an excessive demand over one season.

Year-round education is more than an alternative. It is, and will become even more a necessity.

PREDICTING THE FUTURE FOR YEAR-ROUND EDUCATION

Bruce Monroe and Helen Farmer

The future of year-round education in the United States is still uncertain in 1973. The claims vary from the highly optimistic prediction that year-round education will substantially improve student achievement and the attitude of students toward school, to the highly pessimistic prediction that year-round education will cost more and contribute nothing to student achievement.

In this atmosphere of uncertainty, when it is too soon to expect strong evidence of the benefits or difficulties related to year-round education, it seemed appropriate to invite a group of national experts to predict both short-range and long-range benefits and problems related to year-round education.

A group of 60 experts were invited to make predictions about year-round schools and 44 of these responded. The predictions were summarized for the group of experts and returned anonymously to the respondents who were asked to make a second set of predictions in light of the summary information provided. Results of this second Delphi (Dalkey, 1970) round are presented in Tables 1, 2, and 3.

The top ranking predicted benefits for the second Delphi round were highly consistent with those ranked high in the first round. The highest ranking long-range benefits were as follows:

- Increased individualization of the curriculum,
- Curriculum revision and improvement,
- Improved student attitude toward school, and
- Improved student achievement.

Short-range benefits overlapped at the top ranking levels with long-range benefits with the exception of space savings which ranked high in the short term but was viewed as less important in the long term.

Long range predicted problems also remained consistent at the top ranking levels for Delphi rounds one and two. Six problems emerged:

- Curriculum revision and improvement problems,
- General resistance to change,
- Increased maintenance costs and start-up costs,
- Community resistance to year-round education due to inadequate preparation and involvement,

- Articulation of higher education teacher training programs, and
- Teacher association opposition.

Short-range problems were typically similar to long-range predicted problems with the exception of problems related to scheduling which were predicted to be critical in the short term.

In the second Delphi round a third category was added to the predictions unexpected, unwanted side-effects. The response to this question was incomplete. Some respondents contended that if they were "unexpected" they could not be predicted. We believe it is possible to anticipate possible unexpected side-effects and in this way to attempt to prepare for them and possibly prevent their occurrence. Table 3 presents the preliminary results on this question. These predictions are worthy of discussion and extension.

Many year-round education experts predicted benefits, problems and side-effects which did not occur to others. The lists in Tables 1, 2, and 3 are extensive. Because a prediction did not obtain wide consensus does not detract from its potential truth. Please review the results of the first two Delphi rounds concerning the future of year-round education as tentative and each prediction as worthy of careful consideration.

Table 1

YRE PREDICTED BENEFITS: SECOND DELPHI ITERATION

Overall Rank	No. of Resp.	Benefits	Long Range V[a] Rank	Long Range N/E[b] Rank	Short Range V[a] Rank	Short Range N/E[b] Rank
1	23	Individualization of curriculum	1	4	3	2
2	24	Space/equipment savings due to greater utilization	6	6	1	1
3	22	Curriculum revision/improvement	2	3	2	3
4	19	Improved student attitude	4	2	5	5
5	15	Increased student achievement	3	1	9	—
6	14	Increased community support	7	5	6	8
7	15	Better opportunities and options for staff	—	11	4	4
8	7	More options for family vacations	—	—	7	9
9	5	Use of school as community center	—	7	—	—
10	4	Reduction/delay in construction costs	8	9	—	—
11	5	Decreased vandalism, juvenile delinquency	12	13	—	15
11	5	Increased quality of teaching staff	5	19	—	—

a. V=Virginia YRE Experts (N=9)
b. N/E=National YRE Experts (N=16)

Table I (continued)

Overall Rank	No. of Resp.	Benefits	Long Range V[a] Rank	Long Range N/E[b] Rank	Short Range V[a] Rank	Short Range N/E[b] Rank
12	4	Increased student attendance options	10	—	—	13
12	4	Learning continuity (reduction of forgetting curve)	—	—	—	6
13	3	Change in schedule encourages changes in other areas	—	—	—	7
14	2	Extended educational opportunity for all students	—	10	—	—
15	2	Better integration of in/out-of-school experience				
16	3	Improved instructional program	—	14	—	10
17	2	More relevancy for students	—	—	—	11
17	2	More efficient school operation	—	—	—	12
17	2	More adaptable to today's living pattern	—	—	—	14
18	2	Increased student time for creative enrichment activities	—	—	—	16
19	3	Professional and classified staff flexibility (more effective deployment of)	12	—	—	17
20	2	Opportunity for pupils to repeat work without having to wait an academic year	—	—	—	18
21	1	Development of climate for program analysis/improvement	—	—	8	—
21	1	Improved curriculum which better lends itself to continuous revision and up-dating	—	14	—	—
21	1	Reduction in overall cost of education	—	15	—	—
21	1	School calendar more consonant with larger societal patterns	—	16	—	—
21	1	School will become li[illegible] span experience	—	17	—	—
21	1	Education shifts from time orientation to content/skill orientation	—	18	—	—
21	1	Stop-gap measure for systems with immediate classroom crisis	—	—	—	19
21	1	Review by professional staff/community on major concerns relative to educational program	—	—	—	20
22	2	Increased research and development in education	—	20	—	—
23	2	Improved teacher professional image	—	21	—	—
24	1	Better assessment of student achievement	12	—	—	—
25	1	More flexible use of school day/year	11	—	—	—

a. V=Virginia YRE Experts (N=9)
b. N/E=National YRE Experts (N=16)

Table 2

YRE PREDICTED PROBLEMS: SECOND DELPHI ITERATION

Over-all Rank	No. of Resp.	Benefits	Long Range V[a] Rank	Long Range N/E[b] Rank	Short Range V[a] Rank	Short Range N/E[b] Rank
1	17	General resistance to change	2	3	2	2
2	20	Curriculum revision/improvement problems	3	2	3	4
3	11	Community resistance due to inadequate preparation/involvement	6	12	1	5
4	16	Scheduling problems	—	11	5	1
5	16	Difficulty in obtaining evidence on benefits (poor evaluation plans)	1	1	7	—
6	15	Teacher association opposition/negotiation	5	4	—	3
7	17	Increased initial cost, implementation (potential for)	7	5	4	7
8	6	Increased maintenance cost/(air conditioning)	—	9	—	10
9	6	Articulation with higher education teacher training programs	4	10	—	—
10	5	Disruption of family vacation schedules	—	—	6	12
11	4	Imbalance in enrollment/offerings	—	—	—	6
12	2	Development of agreement on specific local objectives of a year-round education	—	—	7	—
13	3	Need for public understanding/support for ultimately greater costs	—	6	—	—
14	2	Parental resistance	—	—	—	9
15	2	Sufficient financial support	—	7	—	—
16	4	Extra-curricular activities coordination/ scheduling	—	—	—	11
17	3	Decreasing population removing primary reason for adoption of YRE	8	—	—	—
18	3	False expectations regarding economics of YRE	—	—	—	8
19	5	Summer recreation/coordination problems	—	8	8	—
20	2	Articulation between schools on/not on YRE	—	—	—	13
20	2	Cost increase will be continuing target for school critics	—	13	—	—
21	1	Smaller operational savings than expected	9	—	—	—
21	1	Lack of teacher understanding of performance based curriculum	—	—	9	—
21	1	Maintaining a school calendar based on community interests	10	—	—	—
21	1	Student resistance	—	—	—	14
21	1	Need for understanding/acceptance of guidelines necessary to implement program	—	14	—	—

a. V=Virginia YRE Experts (N=9)
b. N/E=National YRE Experts (N=16)

Table 2 (continued)

Overall Rank	No. of Resp.	Benefits	Long Range V[a] Rank	Long Range N/E[b] Rank	Short Range V[a] Rank	Short Range N/E[b] Rank
21	1	Establishing professional salary schedule	—	—	—	15
21	1	Change to 12 month operation without fundamental changes in curriculum/instruction/management	—	14	—	—
21	1	Lack of communication about YRE	—	—	—	16
21	1	Clear understanding of constant role of school	—	14	—	—
21	1	Continued population growth outgrowing facility operating on year-round basis	—	14	—	—
22	1	Inability of system to realize innovative/creative potential of YRE	—	15	—	—

Table 3

YRE SERIOUS SHORT-RANGE UNDESIRABLE UNEXPECTED SIDE-EFFECTS

Overall Rank	No. of Resp.	Side Effects	Long Range V[a] Rank	Long Range N/E[b] Rank	Short Range V[a] Rank	Short Range N/E[b] Rank
1	4	Confusion/and/or failure due to lack of planning/preparation	—	5	—	1
2	3	Students graduate early causing problems	—	1	—	—
3	3	Summer recreation/employment coordination	—	3	—	4
4	4	A decrease in community confidence in the educational establishment	—	—	1	—
5	3	Working out teacher employment problems	—	—	1	3
6	2	False expectation that money will be saved	1	—	2	—
6	2	Stereotyping and/or fragmentation of the curriculum within space-saving calendars	1	—	2	—
6	2	Problems of returning to a traditional calendar	2	—	—	—
7	2	Dilution of content, quality, and relevancy of courses in attempt to fill in time blocks	—	4	—	—
8	1	Inequality in educational opportunity in adjacent schools and school divisions	—	—	1	—
8	1	Students desire to return to school for more classes during leave time	—	—	1	—

a. V=Virginia YRE Experts (N=9)
b. N/E=National YRE Experts (N=16)

Table 3 (continued)

Overall Rank	No. of Resp.	Side Effects	Long Range V[a] Rank	Long Range N/E[b] Rank	Short Range V[a] Rank	Short Range N/E[b] Rank
8	1	The potential development of divisiveness between year-round school educational staff and conventional educational staff	—	2	—	—
8	1	In optional programs: lack of participation	—	—	1	—
8	1	Additional strain on energy supply due to increased facility operation	1	—	—	—
8	1	Physical plant deterioration	1	—	—	—
8	1	False security regarding space needs (constructional delay is short-lived)	1	—	—	—
8	1	Possibility of educational program being held in continuous jeopardy by feuding politicians who made year-round school a political platform	1	—	—	—
8	1	Expecting YRE calendar to solve problems unrelated to calendar	—	—	—	4
8	1	Resistance from other social agencies—especially recreational	—	—	—	4
8	1	Students adjusting at home to new demands as result of changed curriculum	—	—	—	4
8	1	Need for clarification in transfer policy	—	—	—	4
8	1	Scheduling may not be legal	—	—	—	4
8	1	Implementation should be based on readiness to institute and support curricular, instructional and administrative changes	—	—	—	4
8	1	Stop of delay of program	—	—	—	4
8	1	More temporary rigidity	—	—	—	4
8	1	Articulation with higher educational teacher training programs	—	5	—	—
8	1	Teachers/students may not use YRE to best advantage	—	5	—	—
8	1	Perpetuating use of inadequate antiquated facilities	—	5	—	—
8	1	Buildings may wear faster	—	5	—	—
8	1	Rejection of YRE by public	—	5	—	—
8	1	Oversell	—	5	—	—
8	1	Focus on a mechanical change will take away crucial focus on reform of society	—	5	—	—
9	2	Disillusionment from failure to achieve educational gains	—	6	—	—
9	2	Scheduling problems	—	—	—	4

a. V=Virginia YRE Experts (N=9)
b. N/E=National YRE Experts (N=16)

Y.R.S. TRULY

Robert G. Dettmer

It is truly a pleasure to be here with you today. I am representing all of North American Van Lines in saying that we are proud to be a part of this seminar. That pride is admittedly somewhat selfish because we are happy to be the sponsor of a film which we hope that you, as people greatly involved in year-round education, can use effectively in your pursuit of this important goal.

For years, North American Van Lines and its 800 agents have endorsed the calendar school year. We've endorsed it for very obvious reasons. North American is among many other types of businesses which are greatly affected by the nine-month school system. All companies within the moving industry, as well as customers who have moved during the summer months, appreciate what those three months mean in terms of peak summer demands, which at times are virtually impossible to meet. Almost 50 percent of the total number of our moves in a year occur in the 17 weeks while schools are closed during the summer. It is obvious that if North American Van Lines did not have this peak demand in the summer months, far less investment in manpower and equipment would be required, resulting in significantly lower costs, which in turn could be passed on to our customers in terms of less expensive and better quality service. This is a prime objective of our company and indeed of our whole industry.

Thus, North American's involvement in the year-round school is obviously not merely philanthropic. Nevertheless, when we decided that you, in your efforts on behalf of year-round education, could perhaps benefit from our support, we spared no dollars. We have spent over $150,000 on this project and we're happy to do so. As you know, we have produced a 26-minute public service film entitled "YRS Truly." We hired what we felt was the best film producer available; and after seeing the film today, I believe you'll agree that Goldshool Associates of Northfield, Illinois, did an outstanding job, both in the research of our topic and the execution of the artistic work involved. Mr. Goldsholl put together "YRS Truly" in record time, considering the complexity of the subject matter. We began in January and all along, we have had the deadline of this premiere today in mind.

Also, I must thank George M. Jensen whom all of you know as president-elect of the National Counsel on Year-Round Education. George gave us hours and hours of counsel and a world of knowledge. He willingly traveled to

Fort Wayne, Indiana, home of our headquarters, several times to help with the film.

If the film has the impact we hope it will, in the not too distant future year-round education will become a reality across the nation. Unfortunately, only a few schools are implementing the concept of year-round education today. It is our belief that people all over the nation need to become knowledgeable of this concept.

The film will be distributed through Modern Talking Picture Service, comprehensive distributors for non-theatrical type films. This firm will promote our year-round school film to thousands and thousands of different organizations across the nation. We expect the film to be shown to at least 6,000 organizations a year. Further, it will be distributed to television stations representing all networks across the nation; and we hope to obtain a great deal of public service time.

"YRS Truly" may be backed by North American Van Lines which has a vested, commercial interest in the implementation of the year-round school. Nevertheless, it was our intent from the beginning to make it a truly public service offering. Much more will happen if the concept becomes realized on a national scale, than merely help North American Van Lines. We are all concerned with the summer idleness resulting in frequent social turmoil. We are aware of our inability to provide sufficient summer jobs for all students desiring employment. We observe school systems operating in a very unbusiness-like manner with vast assets sitting idle for months at a cost to taxpayers of many billions of dollars yearly. We are informed of the lack of adequate employment for teachers in their chosen fields during the summer months. Finally, restraints which the nine-month school year places on teachers and students alike in realizing maximum educational opportunities is becoming more and more apparent. We know that students, as well as parents, have more different experiences when they can select a vacation during different seasons of the year. Generally, we know that year-round school is a partial antidote to summer social ills, to restrained educational experiences, to crowded vacation facilities, to premium summer prices, to teacher and administrative complaints about crowded classrooms and limited professional opportunities, to student employment problems, and . . . well as you know, we can go on and on. Thus, "YRS Truly" speaks to the totally positive solution to a currently artificially limited system. I hope it will eliminate many myths, spark enthusiasm, and create the active support for year-round education that we all here believe in.

EVALUATION REPORT
FIFTH ANNUAL SEMINAR ON
YEAR-ROUND SCHOOLS

At the request of the Bureau of Research and Statistics of the Virginia State Department of Education and the Virginia Beach Public Schools, a team of eight professors from Old Dominion University, Norfolk, Virginia, served as the evaluation committee for the Fifth National Seminar on Year-Round Education held May 8-11, 1973, at Virginia Beach, Virginia. The chairman of the evaluation committee was Dr. Gar Fairbanks, professor of secondary education.

The first charge of the evaluation committee was to determine participant reaction. In this regard, the committee was asked to complete the following activities:

1. To design a brief one-page evaluation form to be completed by each conference participant at the conclusion of each session attended.
2. To distribute these forms to the chairman of each session.
3. To collect the completed evaluation forms after they had been tabulated by each chairman.
4. To analyze the completed forms as tallied by the chairmen.

A copy of the evaluation form appears below:

Fifth National Seminar
on
Year-Round Education
May 8-11, Virginia Beach, Va.

SESSION EVALUATION FORM

Session ..... Date ..... Time .....

With respect to the session or meeting just completed . . .

1. Were the purposes evident? Yes ... No ...
2. Were the purposes attained? Yes ... No ...
3. Were appropriate evidences or rationale provided to support the major contentions or recommendations? Yes ... No ...
4. Did you find the meeting interesting? Yes ... No ...

5. Did you find the meeting professionally useful? Yes No
6. Please write any specific recommendations you may have for the topics of the sessions at next year's seminar.

A second charge to the committee was to supply a subjective evaluation of the overall effectiveness of the conference in terms of its stated goals. Accordingly, each member of the evaluation committee was assigned various sessions to visit, where each presentation was evaluated by one or more members of the committee according to the following criteria:

1. The degree to which it evidenced scholarly research as a basis for preparation.
2. The extent to which there were opportunities for questions to be raised by the audience.
3. The extent to which the topic, as stated in the program, was comprehensively covered by the presentor(s).
4. The extent to which the presentor(s) was realistic as to both the assets and limitations of year-round schooling.
5. The extent to which the presentor(s) was willing to share ideas, materials, and first-hand experiences with the audience.
6. The extent to which the presentation(s) was clear and well-organized.

The committee responded to the task of evaluating the conference with interest and with the desire to gather data that would not only evaluate the 1973 Seminar but also provide baseline data to assist persons who have responsibilities for planning future seminars.

A meeting of the evaluation committee was held prior to the conclusion of the Seminar in order that summative observations, impressions, and suggestions could be formulated to be included in the oral evaluation report made to the participants by the chairman of the evaluation committee on Friday, May 8.

The remainder of this report details:

1. An analysis of the audience responses to the session evaluation forms;
2. A summary of the subjective findings of the evaluation committee;
3. Recommendations proposed by the evaluation committee for improvement of future seminars.

SESSION RESPONSES

Overall audience response to the various sessions was highly favorable. Eighty-nine percent (900) of those responding to the individual session evaluation forms found the meetings interesting, while only 108 indicated that the

meetings were generally not of interest to them (item 4 above). Likewise, 89 percent (904) indicated that the purposes of the sessions were clear, with only 113 negative responses in this regard (item 1).

Slightly fewer conferees, 86 percent (856), felt that the overall purposes of the Seminar were attained; while only 114 of those responding felt that they were not (item 2). Eighty-five percent (834) indicated that the sessions were professionally useful; 152 responding did not agree (item 5). The lowest percentage of positive responses was in regard to the item asking participants to indicate whether individual presentations appeared to represent scholarly research—or to offer supportive data to substantiate statements and/or recommendations made. Eighty-two percent responded positively (791); 168 responded negatively (item 5).

In all, then, these data indicate that the conferees generally found the Seminar to be interesting, useful, intellectually sound, and well-organized and that the majority of those attending felt that the overall goals of the program were reached.

Analysis of individual comments made in response to the sixth items on the evaluation form indicated favorable reactions to both the content and the general presentation of the sessions. Negative comments related largely to physical provisions for the meetings—i.e., adequacy of meeting rooms as to size, seating arrangements, etc. A few persons also said that some presentors who distributed hand-outs did not have a supply large enough to accommodate their audiences.

SUBJECTIVE FINDINGS OF THE EVALUATION COMMITTEE

1. *Evidence of scholarly research*

   Pro — Seemingly, research data are now being collected which will be available at future year-round school seminars—some of which were presented at the 1973 Seminar.

   Con — It was the consensus of the group that little scholarly research served as the bases for the Seminar sessions.

2. *Opportunity for questions and answers*

   Pro — There were ample opportunities for all participants to ask questions and seek information in most sessions.

   Con — Disparate levels of questions (from highly theoretical to the most practical) tended to detract from the potential effectiveness of some opportunities for audience interaction.

3. *Comprehensiveness of program topics*

   Pro — The program offered a wide range of topics germain to, and seemingly representative of, the year-round school concept.

In this sense, year-round school was comprehensively examined.

Con — The very nature of the ambitious scope of the program seemed to contribute to superficial coverage of some topics. Many presentations were theory-based and dealt with only rationale and philosophical considerations, thus merely scratching the surface of substantive information implied in the printed program.

4. *Assets and limitations of year-round school*

Pro — In most instances honest and candid presentations were made by those practitioners with pilot programs now in progress. There was a very real sense of "tentativeness" on the part of these persons as to "claim-making."

Con — There was lack of serious debate at the theoretical level as to the soundness of year-round school—with most experts *pro* and very few available to express contrary views.

5. *Sharing of ideas, materials, and experiences*

Pro — There was much valuable, free material available to all—the strongest point of the Seminar seeming to be the willingness of most conferees to interact and to communicate in regard to year-round school.

Con — Opportunities for "sharing" types of participation were not built into the more formal sessions of the conference.

6. *Clarity and organization of presentations*

Pro — It was the consensus of the evaluation committee that the clearest, most well-organized sessions were those that addressed themselves to the more pragmatic aspects of year-round school. These sessions often included the use of audio-visuals.

Con — Some sessions were not clear and well-organized. Typically, these less-effective sessions dealt with the more theoretical constructs of year-round school and allowed for little audience participation.

RECOMMENDATIONS

1. Future seminars should be planned according to the needs, interests, and sophistication of the anticipated conference participants. Perhaps

Summary of Seminar Registrants

Superintendents, and Assistant Superintendents	124
Research and Development Specialists	22
Principals and Assistant Principals	120
Teachers	70
Students	14
Curriculum Specialists	102
P.T.A. Members and Members of Other Organizations	41
School District Representatives	58
College and University Representatives	17
Business Representatives and City Government Personnel	8
State Department of Education Personnel	48
School Board Members	76
Directors of Year-Round Education Projects	12
Representatives of State Governments	7
Republic of Panama	4
U. S. Territorial Representatives	5
	728

sessions dealing with various topics could be color coded and/or numbered to signify the value of the topics to such diverse people as school board members, administrators, teachers, experienced practitioners, and novices.

2. Workshop-type sessions should be planned for future seminars in which such practical concerns as recordkeeping and grading practices could be discussed in detail.
3. Future seminars should deal with fewer broad topics and concentrate on certain selected aspects of year-round school, or the conference dates should be extended to provide more time for both breadth and depth of coverage of conference topics if a wide variety of topics were to be covered.
4. A "selling attitude" should not characterize future conferences. The program should not be designed to convince participants of the soundness of year-round school so much as to show them how year-round school can be implemented. (Year-round school concept has now been recognized as valid by a sufficient number of school divisions to negate the need for intensive evangelizing.)
5. More evening activities, both professional and social, are needed.
6. The "hard-sell commercial type," particularly consultants selling their own services, should not be included as actual program participants.
7. Forum-type sessions should be planned for future seminars so that various types of concerns not covered by the official program could be raised and discussed.
8. Continuous evaluation of the year-round school movement and the annual seminar should be ongoing to develop baseline data to assist in the decision-making aspects of planning future seminars.

This evaluation report on the Fifth National Seminar on Year-Round Schools has been prepared in the absence of the committee chairman, Dr. Gar Fairbanks, by Dr. Bruce J. Anderson, associate professor, and Dr. Betty H. Yarborough, professor, of the School of Education, Old Dominion University.* Other members of the evaluation committee were: Dr. Mark Fravel, associate professor; Dr. Charles Reavis, associate professor; Dr. John Baker, professor; Dr. Anne Raymond, assistant professor; and Dr. Eugene Kelly, assistant professor.

*Please note that three hours after the chairman of the evaluation committee, Dr. Gar Fairbanks, presented an oral evaluation report at the Seminar on May 8, he was stricken with a serious illness from which he is still recuperating. As a result, this report is perhaps not so complete as it might have been had the chairman himself had the opportunity to execute it.

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NATIONAL COUNCIL ON YEAR-ROUND EDUCATION
ANNUAL BUSINESS MEETING
MAY 11, 1973

MINUTES

The annual business meeting was called to order by President Wayne White.

The following resolution was offered by Ione Stewart, seconded, and passed unanimously:

> Whereas, the Fifth National Seminar on Year-Round Education in Virginia Beach has reached an outstanding and successful conclusion;
>
> Now therefore be it resolved that the thanks and appreciation of this group be expressed to the many people who made the seminar possible: The Virginia Department of Education and cooperating school divisions, the Virginia Beach and Virginia State Chambers of Commerce, and the many officials and dignitaries who so generously offered their time and support;
>
> Be it further resolved that special appreciation be given to both Mr. Charles E. Clear, director, Division of Educational Research and Statistics, who served as seminar chairman, and Dr. Joseph P. Roberts, supervisor of research, who was the program coordinator, without whose efforts the success of the seminar could not have been achieved.

The financial report was presented by Secretary-Treasurer John McLain. Total receipts by the council since its beginning last year, to May 1, 1973, were $4,854.51. Total expenditures were $1,281.51. Balance on hand is $3,573.00.

The membership report was presented by President-elect George Jensen as follows: individual members, 190; educational organizations, 65; commercial, 12; as of May 1, 1973. There were 31 additional memberships paid at the conference, making a total of 298. Mr. Jensen announced a goal of 550 additional members by the end of the calendar year.

The following motion to amend the by-laws, which was recommended by the Board of Directors, was moved by Don Glines, seconded, and passed:

To strike the second sentence of Section 2, Article III of the by-laws of the National Council on Year-Round Education, which provides for a fiscal year from July 1 to June 30, to be replaced with the following:

"Dues will be payable at any time and will be applicable for a period of one year from receipt of payment."

The chairman of the Nominating Committee, before presenting the slate of candidates for the various offices, reported a recommendation of the Nominating Committee that broader representation on the board, both as to geographical and group representation, was needed and recommended, as a long-range solution, that the president appoint a committee to consider the various problems and the best way to enlarge the membership of both the board and council. The Nominating Committee also recommended that in the interim the board members-at-large be increased from five to seven and to retain the past president as a member of the board for one year.

It was moved by James Bingle, and seconded, that the by-laws be amended to increase the number of members-at-large on the Board of Directors from five to seven, thus electing three new board members each year for a two-year term and retaining the immediate past president as a member of the board for one year.

George Thomas moved to table the motion. After implications to table were discussed, the motion was withdrawn.

It was moved by Ernest Mueller, and seconded, that the motion be amended so that the number of members-at-large of the board be increased to nine. Motion was defeated.

Michael Stramaglia moved that the motion be amended so that the conference chairman serve as an ex-officio member of the board. Motion seconded and defeated.

The original motion was called for and passed. It reads as follows:

That the by-laws be amended as follows:

Article IV—GOVERNANCE

Section 1—Officers

Change the number of directors-at-large from five to seven (in two places).

Section 2—Directors

Change to read as follows:

"Six of the seven directors-at-large shall be elected for two-year terms by the membership, with three directors-at-large elected each year on a staggered basis at the annual meeting, in the manner prescribed in Article VI. The im-

mediate past president of the Council shall serve as the seventh director-at-large for a one-year term."

The Nominating Committee then presented the following slate of officers: President-elect—James Gove, Jack Price; Board of Directors—Ed Hill, Frank Kudlaty, Paul Rice, Leonard Servetter, and Vern Shelly. Nominated from the floor; President-elect—Stuart Beville; Board of Directors—Ernest Mueller, Allan Bodin.

George Jensen, President-elect, announced a meeting of the Board of Directors immediately following the counting of the ballots.

The chairman for the 1974 Conference in Chicago, Michael Stramaglia, assistant superintendent, Illinois Department of Public Instruction, was introduced.

Wayne Worner moved that the council express its appreciation to Wayne White for his leadership in helping to establish the council and as its first president. Motion passed by acclamation.

Meeting was adjourned. The election was held. The results of the election are as follows: President-elect: James Gove; and Board of Directors: Ernest Mueller, Paul Rice, and Vern Shelly.

Signed:

JOHN MCLAIN,
Secretary-Treasurer

NATIONAL COUNCIL ON YEAR-ROUND EDUCATION
BOARD OF DIRECTORS MEETING
MAY 11, 1973

MINUTES

The board of directors meeting was called to order May 11, 1973, by President Jensen. Present were Jensen, Bingle, Gove, White, Stramaglia, Rice, Glines, Shelly, Worner, Mueller, and Martinez.

Jensen requested that within two weeks each director send to him suggestions for the agenda for the next board meeting. The next board meeting will be held June 8 and 9 in Chicago at Pick-Congress Hotel. Illinois sponsors will pay expenses for this meeting. Stramaglia is available for June 8 and this day will be spent in going over the program for the next Seminar. Glines recommended that do's and don'ts for the Seminar be sent in advance to Stramaglia. Jensen will get copies of critique which was presented at the end of the Seminar and will see that the list of board members gets to Stramaglia. Anyone needing more than one night's hotel accommodations should let Stramaglia know.

Bingle suggested that a packet of materials should be prepared for Council members. Suggestions include proceedings from this meeting, results of Congressional minutes on April 22, 1972, and a list of operating schools around the country with brief description. Send to all members. McLain agreed to assume the job of putting some kits together. He should get sample packet ready for the board to okay at the June meeting. Jensen will ask Clear to provide 300 extra copies of proceedings from this Seminar.

A program committee, including Glines, Bingle, Gove, and Jensen, was appointed to work with the Seminar committee. It was moved that the information kit be sent out. A decision will be made at the next board meeting as to just what can be contained, depending on cost. The motion was carried.

It was moved that a letter of appreciation be sent to Dean Herford for help from VPI. The motion carried.

Glines' comments about the western group are as follows. They are going ahead with their own group. Can they use joint membership, paying $5 of dues to their own group and $5 to Council? They recommend brain storming

committee for Seminars and would like to be part of it. Have volunteered to fly themselves back to participate. They are going to develop their own west coast organization. Also comments re attendance by repeaters. There are many who say they won't come to another similar Seminar. Thinks another Seminar has to be different to attract attendance.

The question was raised as to whether the next Seminar (after Chicago) should be in Denver. Firm invitation and understanding of host responsibilities will be needed.

It was moved that Jensen invite someone from the California group to the Chicago meeting. Shelly states they are more interested in curriculum structure, etc. than just having a Seminar geared to calendar revision. The motion carried.

Jensen stated flak from New York State Camping Association helped defeat enabling legislation again. Need something to counteract this type of thing. National Camping Association suggested reciprocal places on each others' programs and swapping of memberships. It was moved that we swap memberships with them. The motion carried.

The meeting adjourned.